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CHINESE UNDERGRADUATE'S MOTIVATION AND ATTITUDES TOWARDS LEARNING ENGLISH ON TIKTOK

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ABSTRACT

The rise of new media has accelerated the dissemination of information, enabling people to access news and knowledge quickly. Online platforms such as TikTok offer a wealth of educational content, facilitating widespread access to resources such as online courses and video tutorials. This research aims to study the motivations and attitudes of Chinese undergraduates towards English learning on TikTok by using the questionnaire method. The study found that Chinese undergraduates have a positive attitude towards learning English on TikTok and intrinsic and extrinsic motivation. This paper also discusses some problems with English short videos on TikTok, providing students with valuable suggestions to help them better identify and select high-quality knowledge short videos to achieve the expected learning results.

Keywords: *bloggers, Chinese student, English, educational resources, learning English, TikTok*

INTRODUCTION

Background of the Study

The quick rise of Internet equipment in China and the constant updating of mobile phone devices have contributed to a sharp rise in the entire population of Chinese Internet surfers, with the Internet evolving into an essential component of people's everyday lives and work. According to CNNIC's 52nd Statistical Report on Internet Development, released on August 28, 2023, there are over one billion netizens in China (CNNIC, 2023). In recent years, as a form of social media expression, the short video has a massive number of users, accounting for 94.8% of the overall Internet users, of which TikTok, a social media platform in China named (Douyin), is an enormous giant in the short video market, and is firmly in the first rank of the short video industry (MobTech, 2023). In this study, the social media that will be discussed is TikTok, which refers to the Chinese mobile application (Douyin), the Chinese version of TikTok, which can be downloaded only in China. TikTok (Douyin) in China has an impressive 600 million daily active users as of 2020 and continues to grow rapidly (ByteDance, 2020). TikTok's signature short video feature, initially confined to just 15 seconds, has progressively extended its time limit to 5 minutes, and it has even introduced a 15-minute option, which is particularly beneficial for knowledge-based content creators who mainly utilise live streams and videos to share information. What was once called short videos are no longer considered "short", and time constraints no longer limit knowledge sharing. TikTok has progressed from being a source of entertainment to becoming an essential part of the lives of numerous individuals.

Statement of the Problem

As we all know, the current undergraduate students were born in Generation Z. For Generation Z, digital technology and the Internet have permeated their everyday routines. According to the "Research Report on Short Video Industry 2023" published by Mob Research Institute, TikTok in China has 23.4% of users aged 18-24 who are born in Generation Z, and 50% of users using TikTok have a bachelor's degree (MobTech, 2023), which means that a large portion of undergraduates browse short videos on TikTok. As Stockdale and Coyne (2020) have pointed out, Generation Z primarily uses

social media to connect with family and close friends, and they also use it to gather information. Some scholars have divided social media usage into four categories: socialisation, academic, informativeness, and entertainment (Gupta & Bashir, 2018). These multiple uses of social media provide a wealth of resources and interaction opportunities for the younger generation. However, during the three consecutive years of the COVID-19 pandemic, this period has witnessed an upsurge in online learning, further contributing to the development of all kinds of social media, especially educational applications and short video learning content. Online learning during this period inspired social media innovation in education, providing more educational opportunities for young people and enabling them to make more diverse use of social media for their academic and information needs.

Therefore, even though the COVID-19 epidemic is over, undergraduates born in Gen Z are paying more and more attention to online learning outside the classroom. Take TikTok as an example. TikTok's short videos have been transformed from "entertainment" to "knowledge" since 2019. As of October 2022, more than 250 million users are interested in knowledge on TikTok, of which 4.5% want to master a language through TikTok (Oceanengine, 2022). As a popular social media platform among Chinese undergraduates, TikTok presents many English learning videos on current hot topics, which attract many undergraduate students to learn English on TikTok. Therefore, understanding undergraduate students' attitudes and motivations for learning English on TikTok plays a significant role in education and learning. It will reveal students' different learning needs and willingness to learn English on TikTok.

Research Objectives and Questions

This study adopts a quantitative method, aiming to investigate the motivation and attitude of Chinese college students in learning English on TikTok through a questionnaire survey and solve the following research questions:

1. What is the Chinese undergraduates' motivation for learning English on TikTok?

2. What is the Chinese undergraduates' attitude towards learning English on TikTok?

LITERATURE REVIEW

With the growth of the Web 2.0 medium and the ongoing updating of smartphone devices in recent years, the education field has undergone significant changes, affecting the way teachers teach and students learn (Hollands & Escueta, 2020; Yadav et al., 2018; Zhai & Razali, 2021). As for the influence of online social media learning on learners, many researchers have identified that social media platforms have a beneficial influence on learning and teaching. Many students are enthusiastic about using social networks in education, including learning English on some applications of social media, which can significantly improve students' English proficiency. (Sun et al., 2017; Listiani et al., 2021; Zhao et al., 2022; Wirentake, 2023). In other words, the development of cell phone devices and social media can effectively improve the effectiveness of students' language learning and has improved language education (Yang, 2013; Sung et al., 2015).

Scholars have conducted extensive research on how social media, such as YouTube, Telegram, WhatsApp, TikTok, and other widely used applications, affect language learning and shape learners' attitudes and motivation in acquiring a language. For example, Zhao et al. (2022) examined how Telegram influenced Iranian English learners' language learning attitude, motivation, and anxiety. They used a questionnaire survey to simultaneously investigate 60 intermediate-level Iranian English learners in the control and experimental teams. The research revealed that the Telegram application increased the experimental group's motivation while lowering their fear of learning a foreign language. Furthermore, participants in the experimental team were enthusiastic about using the Telegram application to study English.

Similarly, Wirentake (2023) used descriptive and quantitative research methods to explore the influence of social media platforms on the attitude and motivation of students at Sumbawa University of Technology in acquiring English. He employed a questionnaire survey to gather information from 120 management students. According to the results, students are enthusiastic about using social networks to learn a foreign language, and social media has an advantageous influence on their drive to learn English. Hao et al. (2019) also conducted individual interviews and questionnaires with ten Grade 7 students with poor

English learning performance to explore their attitudes and views on multimedia English learning. The study's findings indicate that using smartphone applications for learning can promote English learning, improve students' learning self-confidence, and ultimately strengthen their positive attitude towards English learning. These results underscore the potential role of multimedia learning tools in improving learners' English learning experience and performance.

Moreover, Teng et al. (2022) researched the consequences of Instagram feed-based tasks on English learners' grammar learning and attitudes toward employing Instagram feed tasks in grammar learning. The research findings of 84 intermediate English learners in the experimental and control teams indicated that Instagram feed tasks aided students' English grammar learning. In addition, English learners showed a positive attitude when using Instagram feed tasks for grammar learning. This discovery emphasises the beneficial effect of social media platform-based tasks on English grammar learning, providing useful implications for designing more effective grammar learning strategies.

All the above studies used questionnaires to examine language learning on social media. The results indicated that learners positively employ social media for language learning, contributing to learning motivation. However, there are differences in the research participants, their language level, and the focus of the study on Telegram, mobile applications, Instagram, and YouTube, respectively. Despite these differences, these studies emphasise the advantageous effects of social media platforms on increasing learners' interest and motivation for learning.

From the above studies, numerous researchers have examined the influence of social networking, including WhatsApp, YouTube, Telegram, and Instagram, in the field of education, especially in foreign language acquisition (Maulina et al., 2021; Teng et al., 2022; Wang & Chen, 2020). In the past few years, with the popularity of TikTok and the upsurge of many knowledge bloggers, the platform has attracted wide attention from experts and scholars. For example, Zaitun et al. (2021) used qualitative research methods to test 36 students in Jakarta and evaluate students' abilities to communicate in English with the TikTok app to talk about target objects, people, or places. The findings suggested that using TikTok to master spoken English can significantly enhance students' confidence in spoken English while providing a different experience for students to express their personal opinions on the TikTok platform freely. Therefore, this study suggests that learning English on TikTok is effective, especially for developing oral English skills.

By comprehensively applying qualitative and quantitative research methods, Ferstephanie and Pratiwi (2021) conducted a questionnaire survey, pre-test, and post-test on 25 students, aiming to examine the role of TikTok in increasing learners' motivation to speak. From the study's findings, TikTok has a vital influence on the motivation and development of students' English-speaking abilities. TikTok application makes students enjoy the learning process and motivates them to express themselves more effectively. This finding highlights TikTok's potential as an effective tool for studying in language learning settings that can help increase student motivation and engagement. Similarly, Yang (2020) conducted a quantitative study on 187 Chinese middle school students with a questionnaire survey to explore their views on using TikTok to study English within and beyond the classroom. The outcomes indicate that middle school students are enthusiastic about incorporating TikTok into the English classroom teaching as a video aid and use it to learn English outside the classroom. They think that studying English on the TikTok platform is an effective way. The study highlights students' positive views of social media in learning a language while highlighting TikTok as a potential learning tool to increase student's interest and engagement.

Moreover, Gao et al. (2023) adopted a quasi-experimental design and evenly divided 60 MICE learners into a control group and an experimental one to examine the effects of TikTok as a video assistant on MICE learners' English spoken ability level and learning motivation. The study's outcomes suggested that MICE learners in the TikTok experiment group improved significantly in spoken English and learning motivation compared to learners who only used traditional teaching methods. The findings demonstrate TikTok's efficacy in increasing students' interest in learning and spoken expression skills. In the meantime, this emphasises the significance of utilising social media platforms to acquire a language in contemporary educational settings.

Furthermore, Herlisya and Wiratno (2022) surveyed 20 English Language Education program students in their third semester at Singapore Polytechnic using descriptive quantitative methods to investigate the effect of improving students' speaking ability through the TikTok platform. The findings indicate that using TikTok significantly improves students' learning engagement and effectively promotes their spoken English ability. Similarly, Eleyana Abdullah et al. (2023) carried out a questionnaire survey on 200 undergraduates from a public university in Malaysia with a quantitative research method, aiming to explore the prevalence of TikTok in learning English among Malaysian undergraduates. The outcomes indicated that students generally have a higher-than-average acceptance of TikTok as a resource for learning English. This discovery emphasises the possible future of IT as an instrument for language learning in English classes, providing valuable insights into language education.

In the previous literature review, despite extensive and in-depth studies on the beneficial impact of social media on language learning, there is still a research gap in the in-depth exploration of learners' attitudes and motivations in learning English on the TikTok platform. While existing research has mainly focused on other social networking such as Telegram, Instagram, and YouTube, detailed research on the attitudes and motivations of TikTok English learners is relatively limited, especially among Chinese college students. While many studies have highlighted TikTok's positive motivational role as a social media tool in English learning environments, helping to improve students' motivation, current research has focused on specific countries and cultural contexts. It does not comprehensively examine how students in different regions and grades learn English on TikTok, especially among Chinese college students. Therefore, this study endeavours to fill the research gaps existing in the current literature.

METHODOLOGY

Theoretical Framework

The theoretical framework of this paper mainly starts from two aspects: learners' motivation and attitude, which have been described in detail in the literature review.

In terms of motivation, it mainly refers to Gardner's classification of motivation, which classifies motivation into instrumental and integrative motivation. Integrative motivation emphasises culturally rich language learning, and learners with integrative motivation desire to communicate successfully through the target language and pursue integration into the culture. Instrumental motivation emphasises the practical and utilitarian reasons for learning a language to achieve more practical goals (Gardner, 1985). In addition, self-determination theory (SDT) formulated by Ryan and Deci (2000) has also been adopted, including extrinsic and intrinsic motivation concepts. Intrinsic motivation contains spontaneous interest in and intrinsic satisfaction with an activity, while extrinsic motivation involves engaging in an activity to achieve a particular distinct outcome (Ryan & Deci, 2000).

As for attitude, this paper draws on many scholars' definitions of attitude. For example, Triandis (1971) proposed that attitude consists of three elements: emotion, conative and cognition, which covers individual perception, emotional experience, and behavioural tendency towards specific objects. Furthermore, Wenden (1991) proposed three components of attitude: cognition, behaviours, and affective. What is more, Haznedar and Baran's Attitude Scale Towards E-Learning (ASTEL) is adopted, which includes a proclivity for and aversion to e-learning (Haznedar & Baran, 2012).

Given the close relevance of the above theories to current research, they will play an important role in answering the study's questions.

Research Design and Instrument

This research adopts the method of quantitative research to collect data by using an online questionnaire survey platform called WenJuanXing, which is like Google Forms and is available in China. It would take 2-3 weeks to complete data collection. When handing out the questionnaire, the researchers commissioned the lecturers at the university to send the questionnaire to various majors via WeChat and QQ student class groups between November and December 2023. The whole data collection is completed online, which significantly saves the time of the researchers and participants.

There are 30 statements in this questionnaire, all presented in English. To help Chinese students understand each statement, the Chinese version is placed beneath the original English sentence. The questionnaire consists of three sections. The initial section is about participants' demographic details. The second part explores the motivation of Chinese college students to learn English on TikTok, and the third part is about the attitude of Chinese college students in learning English on TikTok.

Sampling

In this study, we randomly sampled 244 students from different majors and grades at a university in China as participants. The participants majored in Fine Arts, English, Information Technology, Literature, and other professional fields, including males and females. All participants were born in Generation Z and were over 18 years old. Before distributing the online questionnaire, we informed them about the survey. The purpose of the survey was for academic research only, and to obtain their consent was to ensure that each participant was willing to participate.

Data Analysis

The data gathered were exported to Excel files, and then SPSS version 27 was used for descriptive analysis and sample analysis. Firstly, the participants' demographic information is described to understand the essential characteristics of the participants.

Before analysing the data, the reliability of the questionnaire was assessed to check internal consistency, aiming for a high level and whether Cronbach's alpha reliability coefficient exceeded 0.70. While analysing the data, the data gathered can be classified into two sub-dimensions: students' attitudes and motivation. Motivation was tested with 11 questions, and attitude was tested with 14 questions. Then, the overall trend and data distribution of Chinese college students' attitude and motivation towards learning English on TikTok are analysed by using SPSS to describe their essential attitude and motivation, such as kurtosis and skewness, mean, percentage, standard deviation, median, maximum, and minimum values. Kurtosis and skewness were used to test the questionnaire's normality and to guarantee the reliability of the outcomes by checking whether the data conforms to the normal distribution to improve the reliability of the statistical evaluation.

Ethics

Before inviting participants to fill in the online questionnaire, the researcher commissioned the lecturers at this university responsible for distributing the questionnaire to give students a detailed description of the questionnaire, including its structure, content and purpose, and inform the participants that the survey is only for scholarly research aims, ensuring that the identity of each participant was anonymous, and the answers provided by them were strictly confidential. After the participants had learned and understood the basic information of the questionnaire, they chose whether to participate in the survey voluntarily. The objective is to ensure that participants comprehend the study's purpose when engaging in it and to provide them with a safe and confidential environment to facilitate authentic and reliable data collection—ensuring that each participant is willing to participate in the survey.

RESULTS AND DISCUSSION

Demographic Information

The graphs below in this section show basic information about the individuals, including gender, age, grade, and usage of social media and TikTok daily using time. The results show that most college students spend some time a day on TikTok, a social media site.

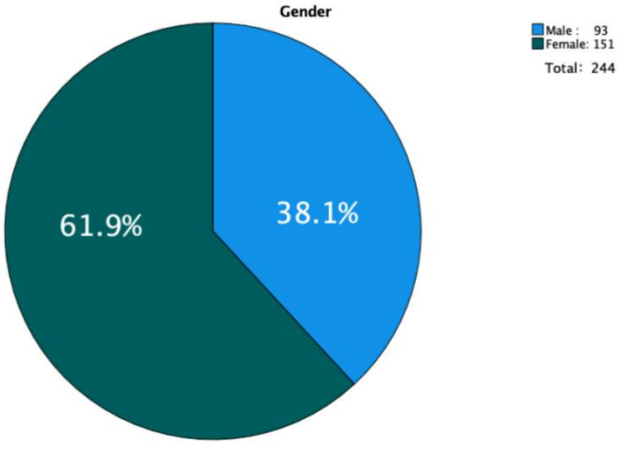


Figure 1 Gender of the participants

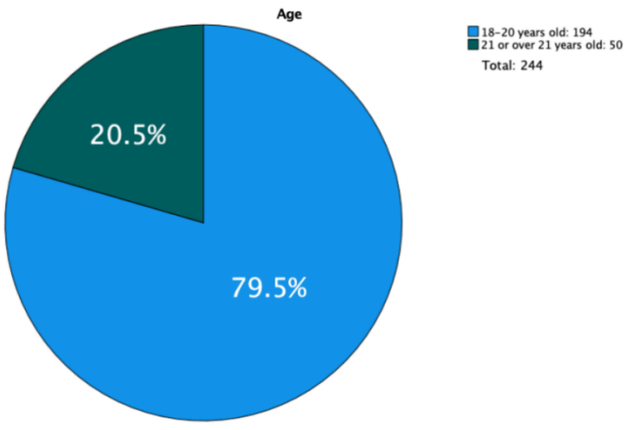


Figure 2 Age of the participants

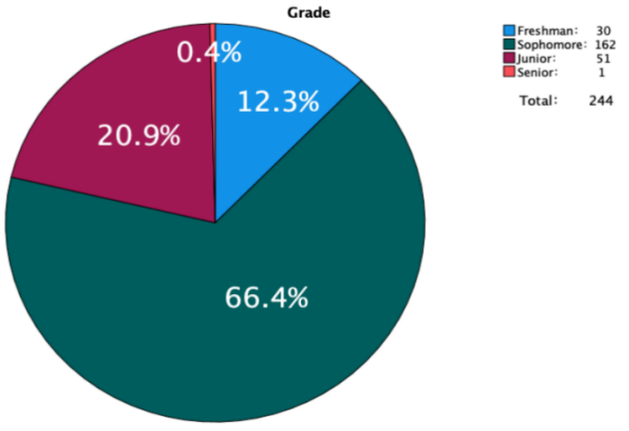


Figure 3 Grade of the participants

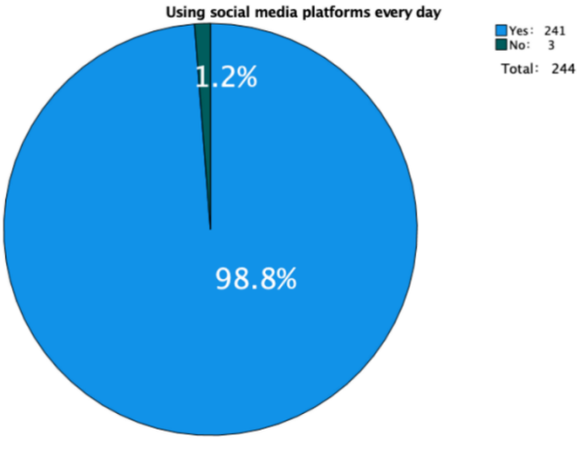


Figure 4 Using social media every day

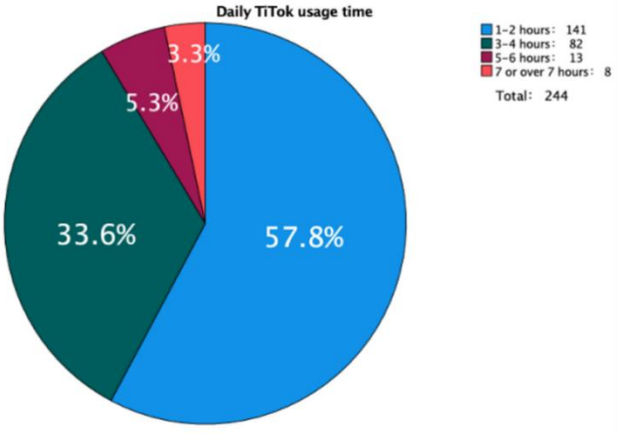


Figure 5 Daily TikTok usage time

According to Figure 1, it can be observed that among the 244 participants, females accounted for 61.9% of the total participants. In addition, all participants were over 18, with the vast majority concentrated between 18 and 20, accounting for 79.5% of the overall population in Figure 2. According to Figure 3, the participants were dominated by sophomores and juniors, 66.4% and 20.9%, respectively, and seniors made up the lowest percentage, just 0.4% of the total. According to Figure 4, 98.8% of the participants use social media platforms daily, indicating that most Chinese college students have some contact with social media platforms daily. When it comes to time spent on TikTok every day, according to Figure 5, 57.8% of participants spend 1-2 hours per day on TikTok, and a significant percentage use 3-4 hours per day with 33.6%. In addition, a small number of participants even spent more than seven hours a day on TikTok. These results suggest that most college students spend daily time on social media platforms, particularly on TikTok.

Reliability and Validity Analysis

Tables 1 and 2 show Cronbach's Alpha value, KMO, and Bartlett's test results for this questionnaire, which assesses the questionnaire's validity and reliability. The

Table 1 Reliability analysis results

Sub Dimension	Number of Items	Cronbach's Alpha (α)
Intrinsic Motivation	6	.952
Extrinsic Motivation	5	.950
Positive Attitude	7	.970
Negative Attitude	7	.918
Total	25	.972

findings indicate that the questionnaire has adequate reliability and validity.

This questionnaire involves four sub-dimensions: intrinsic motivation, extrinsic motivation, positive attitude, and negative attitude, with 6, 5, 7 and 7 statements, respectively. Cronbach's Alpha (α) was employed to evaluate the internal consistency of 25 questionnaires for reliability analysis. Cronbach's Alpha (α) indicates reliability; when it exceeds 0.70, it indicates a high internal consistency for the measurement tool (Taber, 2018). Table 1 displays the Cronbach's alpha (α) values for the four questionnaire dimensions. This study found that Cronbach's α reliability value of all sub-dimensions is greater than 0.90, and the total is 0.972, greater than 0.70. Therefore, the findings demonstrate that the questionnaire is highly reliable.

According to Table 2, the value of KMO is 0.956, which is greater than 0.6, suggesting a correlation between variables. Meanwhile, the Bartlett sphericity test results show that the significance P value is 0.000***, below 0.05, signifying significance at the level and correlation among variables. The results indicate that the sample size and data collection comply with factor analysis requirements and that the sample is valid.

Table 2 Validity analysis results

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.956
Bartlett's Test of Sphericity	Approx. Chi-Square	7569.202
	df	300
	P	.000

Descriptive Analysis

Table 3 shows the outcomes of descriptive statistics on data analysis. The questionnaire's normality is determined by calculating the skewness and kurtosis values. The data in Table 3 show that skewness and kurtosis values are between -2 and 2, and the data can be accepted (Hair, 2021). Therefore, the result indicates that the data is normally distributed.

Table 3 Descriptive analysis of all items

						Skewness		Kurtosis	
Item	Min	Max	Mean	SD	Variance	Statistic	Std. Error	Statistic	Std. Error
IM6	1	5	3.06	1.102	1.215	-.189	.156	-.247	.310
IM7	1	5	3.27	1.088	1.184	-.391	.156	-.080	.310
IM8	1	5	2.85	1.174	1.377	.043	.156	-.649	.310
IM9	1	5	2.97	1.161	1.349	-.079	.156	-.649	.310
IM10	1	5	3.37	1.113	1.239	-.471	.156	-.233	.310
IM11	1	5	3.07	1.163	1.353	-.176	.156	-.596	.310
EM12	1	5	2.90	1.187	1.409	-.053	.156	-.763	.310
EM13	1	5	3.21	1.153	1.329	-.327	.156	-.428	.310
EM14	1	5	3.09	1.165	1.358	-.271	.156	-.583	.310
EM15	1	5	2.93	1.159	1.344	-.111	.156	-.645	.310
EM16	1	5	2.99	1.172	1.374	-.154	.156	-.608	.310
PA17	1	5	3.07	1.122	1.259	-.209	.156	-.465	.310
PA18	1	5	3.32	1.098	1.205	-.520	.156	-.174	.310
PA19	1	5	3.06	1.095	1.198	-.190	.156	-.323	.310
PA20	1	5	3.09	1.079	1.164	-.288	.156	-.189	.310
PA21	1	5	3.11	1.156	1.337	-.274	.156	-.541	.310
PA22	1	5	3.12	1.085	1.178	-.266	.156	-.253	.310
PA23	1	5	3.16	1.156	1.336	-.284	.156	-.514	.310
NA24	1	5	3.03	1.081	1.168	-.164	.156	-.251	.310
NA25	1	5	2.95	1.105	1.220	-.003	.156	-.405	.310
NA25	1	5	2.94	1.080	1.165	-.123	.156	-.336	.310
NA27	1	5	3.02	1.111	1.234	-.085	.156	-.407	.310
NA28	1	5	2.67	1.162	1.350	.245	.156	-.635	.310
NA29	1	5	2.57	1.111	1.234	.332	.156	-.444	.310
NA30	1	5	2.45	1.163	1.352	.490	.156	-.446	.310

Among the four dimensions measured in the items in Table 3 and Table 4, items measured in the intrinsic motivation part, such as "a strong desire to know all aspects of English" (IM6), "to learn more about English culture "(IM7), "to make friends with native English speakers" (IM8) and "to meet and converse with more and varied people" (IM11), all involve the stimulation of autonomy, which is closely related to students' inner desire and fulfilment, as well as students' hobbies, interests and integrative orientation. Moreover, the other two items of intrinsic motivation, "to study or travel abroad"(IM9) and "to broaden horizons"(IM10), are based on the instrumental orientation in Gardner's (1985) Attitude/Motivation Test Battery (AMTB), which can meet the needs of learners' autonomy. In addition, extrinsic motivation consists of five items (from EM12 to EM16), including extrinsic reasons, such as finding a job, improving English scores, preparing for exams, getting external rewards, and completing English homework. As for the attitude measurement, the positive attitude (from PA17 to PA23) and the negative attitude (from NA24 to NA30) were composed of seven different statements, respectively. In the case of a positive attitude, higher scores indicated that the students were more optimistic. In the negative attitude statements, a higher score indicated a more negative attitude toward learning English on TikTok, and conversely, lower scores in this part meant that students had a more positive attitude.

As seen from Table 3, when measuring the learners' motivation to study English on TikTok, the mean value of students' intrinsic motivation is greater than that of extrinsic motivation. This result suggests that students exhibit higher intrinsic motivation when studying English on TikTok. Among these items, IM10, "to broaden horizons, making me more knowledgeable and educated" (mean =3.37), is the strongest motivation for students to study English on TikTok. The eighth statement (IM8), "to make friends with native English speakers", had the lowest mean value of 2.85, indicating that students had the lowest

Table 4 Responses regarding motivation and attitudes

Items	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	F	%	F	%	F	%	F	%	F	%
IM6	30	12.3%	25	10.2%	116	47.5%	47	19.3%	26	10.7%
IM7	24	9.8%	16	6.6%	107	43.9%	65	26.6%	32	13.1%
IM8	40	16.4%	44	18.0%	96	39.3%	40	16.4%	24	9.8%
IM9	34	13.9%	41	16.8%	93	38.1%	51	20.9%	25	10.2%
IM10	21	8.6%	21	8.6%	86	35.2%	78	32.0%	38	15.6%
IM11	31	12.7%	34	13.9%	94	38.5%	56	23.0%	29	11.9%
EM12	40	16.4%	42	17.2%	88	36.1%	51	20.9%	23	9.4%
EM13	28	11.5%	23	9.4%	96	39.3%	63	25.8%	34	13.9%
EM14	33	13.5%	29	11.9%	92	37.7%	63	25.8%	27	11.1%
EM15	38	15.6%	37	15.2%	96	39.3%	51	20.9%	22	9.0%
EM16	37	15.2%	31	12.7%	99	40.6%	51	20.9%	26	10.7%
PA17	29	11.9%	33	13.5%	99	40.6%	58	23.8%	25	10.2%
PA18	23	9.4%	21	8.6%	86	35.2%	84	34.4%	30	12.3%
PA19	28	11.5%	31	12.7%	108	44.3%	53	21.7%	24	9.8%
PA20	28	11.5%	24	9.8%	112	45.9%	57	23.4%	23	9.4%
PA21	31	12.7%	29	11.9%	93	38.1%	63	25.8%	28	11.5%
PA22	26	10.7%	27	11.1%	107	43.9%	59	24.2%	25	10.2%
PA23	29	11.9%	28	11.5%	93	38.1%	63	25.8%	31	12.7%
NA24	28	11.5%	31	12.7%	113	46.3%	49	20.1%	23	9.4%
NA25	29	11.9%	43	17.6%	106	43.4%	42	17.2%	24	9.8%
NA26	31	12.7%	37	15.2%	110	45.1%	47	19.3%	19	7.8%
NA27	28	11.5%	37	15.2%	106	43.4%	47	19.3%	26	10.7%
NA28	46	18.9%	61	25.0%	84	34.4%	34	13.9%	19	7.8%
NA29	47	19.3%	69	28.3%	85	34.8%	28	11.5%	15	6.1%
NA30	60	24.6%	70	28.7%	74	30.3%	23	9.4%	17	7.0%

motivation to make friends with foreigners on TikTok. It is evident in Table 3 that extrinsic motivation, the mean value of EM13 ("to improve English grades") is the highest at 3.21, and the mean value of EM14 ("to prepare for and pass the exams") is 3.09, both of which exceed 3.0, indicating that the primary extrinsic motivation for students to learn English on TikTok is to improve their English scores and pass some English exams. In the measurement of attitude, the mean value of positive attitude is more significant than 3.0, and 5 of the 7 items of negative attitude are less than 3.0, indicating that students' overall attitude towards learning English on TikTok is positive.

The data frequency distribution of questionnaire survey results is summarised in Table 4. It demonstrates that in the dimension of students' motivation, the results of each item with a high frequency are concentrated in the three options of "neutral", "agree", and "strongly agree", which indicates that students all have some motivation for learning English on TikTok, either external or internal. The frequency distribution of intrinsic motivation is higher than that of extrinsic motivation. Among the statements of intrinsic motivation, the most frequent choice of "agree" and "strongly agree" is IM10, "to broaden horizons, making me more knowledgeable and educated", accounting for 32.0% and 15.6%, respectively. The second is IM7, "to learn more about English culture", with 26.6% and 13.1%.

Regarding extrinsic motivation, the number of people who choose "neutral" is still the largest, followed by the frequency of choosing the "agree" option. Among these extrinsic motivations, the highest frequency of "agree" and "strongly agree" is concentrated in EM13 and EM14 statements, "to improve English grades" and "to prepare for and pass the exams," respectively, suggesting that most students are still learning English to improve their grades and pass tests, even on TikTok platform.

DISCUSSION

Students' Motivation for Learning English on TikTok

Based on the descriptive analysis presented in Tables 3 and 4, students have intrinsic and extrinsic motivations for learning English on TikTok. Intrinsic motivations include learning more about English-related cultures, being interested in learning English on TikTok, making friends, travelling or studying abroad, and broadening horizons. Extrinsic motivation includes extrinsic factors like finding a job, improving English scores, passing exams, getting extrinsic rewards, and completing English tasks. The results of this survey show that students who learn English on TikTok have stronger intrinsic motivation than extrinsic motivation. This contradicts the findings of Peng and Fu's (2021) research, which showed that students' English motivation in a blended learning environment pays more attention to extrinsic than intrinsic motivation. This is partly due to the particularity of TikTok as a social platform, which is not a specialised learning platform but is positioned initially as an entertainment application. However, TikTok is now a platform for entertainment and an educational medium, particularly concerning English (Alauddin, 2023). Furthermore, recent studies have shown that TikTok can be used as an educational application and that TikTok's English material for learning is novel and captivating (Adnan et al., 2021). When students use TikTok to learn English, it is largely out of intrinsic interest and inner desire, and they can use TikTok in their leisure time while gaining knowledge. TikTok's rich and colourful content has attracted students' attention, allowing them to broaden their horizons and enrich their knowledge. On the other hand, since TikTok's development in the academic field is still in its early stages, students have not yet recognised it as a learning tool that can provide them with external benefits.

The survey results show that among the statements involving intrinsic learning motivation, the most popular expressions chosen by students are a more in-depth understanding of English culture and expanding their horizons to increase their knowledge. Students who develop a strong interest in English and culture are generally more focused on meeting their inner needs. This intrinsic need and interest in English learning have the potential to have an ongoing positive impact on students' learning behaviours and to keep learners motivated to learn (Gao, 2003). Among the statements of extrinsic motivation, students chose the most: "to improve English grades" and "to prepare for and pass the exams". This may be due to the compulsory status of college English in Chinese universities, and the passing of CET 4 is one of the necessary conditions for the successful graduation of undergraduates, so the apparent extrinsic motivation for them to learn English through various platforms is to improve their English

grades and pass the exam. Moreover, in the current environment of China, society has an urgent need for college students' English communicative ability, which makes students, teachers, and parents generally believe that mastering English is a fundamental skill for students and passing CET 4 and CET 6 can help them find jobs in the future, which is the key to success (Yan & Huizhong, 2006; Zheng et al., 2018). Therefore, the primary external motivation for them to learn English on TikTok is to get good grades and pass exams, which can also directly affect students' attitudes towards learning English on TikTok.

Students Attitudes Towards Learning English on TikTok

From Table 3 and Table 4, Chinese undergraduates are enthusiastic about learning English on TikTok, which is consistent with the results of Hasby and Angrum (2023), who believe that the TikTok application is helpful, which is a valuable learning platform that can help students accumulate knowledge in the process of learning English. Meanwhile, the outcomes of the current research also align with the results of Alauddin's (2023) study, in which participants hold a favourable attitude towards learning English on TikTok, and his study pointed out that employing TikTok as a tool for practising tenses makes learning a new language engaging and enjoyable.

The individuals involved in this study think that learning English on TikTok is very captivating and flexible, and they can follow up on their English learning according to their progress. Such a platform gives students more options, which they generally believe is beneficial to their English learning.

TikTok, the most well-known social networking platform in China, is one social media that appeals to young students (Pratami & Syafryadin, 2023). According to the survey, almost every undergraduate student uses TikTok every day. They view TikTok as an entertainment tool and an English learning medium and maintain a positive attitude. Moreover, it also positively affects their motivation to study English on TikTok, which can increase their enthusiasm and desire to learn English. Creative and engaging English content on TikTok can also help them understand English more efficiently and master specific English language skills. Therefore, drawing from the study's results, students recognise and actively support TikTok as a learning tool. They believe that studying English on TikTok can effectively learn more about English culture, and the rich and innovative English content on TikTok can broaden their horizon. In addition, they can learn English at their own pace, with flexible time and more choices. In short, they think learning English on TikTok is an effective way to learn.

CONCLUSION

Chinese college students have a positive attitude towards learning English on TikTok, with intrinsic motivation being more significant than extrinsic motivation. However, many students remain neutral about learning English on TikTok, partly due to its primary use as a social entertainment tool. The research suggests that English knowledge bloggers can provide high-quality learning content, systematically present English knowledge, and create different types of learning videos to promote efficient learning. Learners must learn to distinguish the quality of learning content and select bloggers with relevant educational backgrounds or professional knowledge in English subject knowledge to ensure the accuracy of the learned content. The study has some limitations, including a narrow geographical scope and the use of only quantitative methods. Future studies can explore the opinions of Chinese students and teachers on learning English in TikTok, considering the viewpoints of both learners and educators.

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