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Exploring how language learning platforms on Instagram and TikTok can facilitate collaborative foreign language learning experiences of undergraduates

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Abstract

Social media has remained one of the most impactful technological advancements in enhancing learners' collaboration and increasing performance and proficiency in foreign language education. TikTok and Instagram content have been particularly proven to enhance the collaborative experiences of foreign language learners, as they enhance their productivity when they work as a team. In this paper, the focus was to expand the study on how language learning platforms on Instagram and TikTok can be leveraged to enhance the collaborative learning experiences of foreign language undergraduates. The study participants included 62 undergraduates who participated in the experiment and 113 FL undergraduates who participated in the survey. The experiment involved the administration of a series of group tasks using Instagram Reels and TikTok short videos. The survey was conducted using a digitally designed questionnaire. The result of the pretest indicated that during the pretest phase, participants in both the control group (CG) and the experimental group (EG) demonstrated similar degrees of collaboration in the context of enhancing foreign language proficiency. By highlighting the significant influence of using TikTok short videos and Instagram Reels, the post-test findings reveal that the EG performed much better than the CG in terms of collaborative experiences for learning foreign languages. Given that the EG had a significantly higher mean cooperation score of 73.83 in comparison to the CG's mean score of 54.32, the t-value of 18.63 ($p < 0.001$) provides further evidence that the EG's score is much higher. In the survey, the responses to three statements indicate that a significant proportion of respondents strongly agree (SA) or agree (A), ranging from 82.60% to 93.36%, that these platforms effectively contribute to overall language learning performance, enhance collaborative language learning, and improve academic outcomes.

Keywords: collaborative experiences, Language learning, language proficiency, social media, undergraduate students.



Public Interest Statement

The purpose of this study was to broaden the research on the ways in which the language learning platforms of Instagram and TikTok can be utilized to facilitate collaborative learning experiences for undergraduates studying foreign languages. The pretest results indicated that the participants in the CG and EG groups had comparable levels of cooperation, and they aimed to develop their foreign language ability. The post-test data show that EG was more effective than CG in terms of collaborative language learning experiences by exploiting TikTok short films and Instagram Reels.

1. Background of Study

In the era of social media and digital connectivity, a paradigm shift is taking place in the world of language teaching. Instagram and TikTok are just two of the creative platforms that are transforming if not wholly revolutionizing, the way that conventional classrooms function (Lee, 2023). Such an inspiring transformation creates an infinite number of opportunities for students and teachers to explore new ways of learning foreign languages, departing from the constraints of traditional classroom practices. As indicated in Andujar and Çakmak (2023) and Kukulska-Hulme and Viberg (2018), there has been an increase in the number of studies that focus on the potential of these platforms for foreign language learning. The investigation of short-form video-sharing platforms like Instagram and TikTok in language acquisition is not only in line with the current trends in online discourse but also meets the demands and tastes of the undergraduate students of today (Serrano Guerrero, 2022).

Collaborative learning is one of the influences that are reinventing the field of pedagogy while using a change-making method. Studies have indicated that through collaborative learning, students are capable of deepening their knowledge and skills in linguistics (Gutiérrez-Colón & Manegre, 2023; Reinhardt, 2019). The students might enhance their communication skills in a context that will foster them to share and fight out meaning jointly through participating in activities. The studies show that the students who cooperate to solve problems and develop their language skills are very clear about what they are learning, and they tend to remember with ease (Venere & Watson, 2017). Beyond the language class, the collective endeavour has the power not only to bolster students' language proficiency but also to help them gain the analytical thinking competence that facilitates the acquisition and use of cultural specificities of a language.

The most prominent aspects of the contemporary learning environment suggest that the existence of SNSs, such as Instagram and TikTok, through language material acquisition seems like a necessity. The work of Kryvka et al. (2022), Lukina et al. (2020), and Mondahl and Razmerita (2014) has revealed the upward trend in the use of social networking apps by many learners as a highly effective tool for cultivating communicative competence in the FL learning. As more first-generation undergraduates are being enrolled, there is a simultaneous demand for teaching staff and schools to recognize the operation of these platforms. Finally, Lee (2023) also considers the provision of language learning by TikTok and Instagram, demonstrating how these apps can be game-changers due to establishing new strategies. Lailiyah & Setiyarningsih (2020) and Fata et al. (2023) get into the heart of the students' thoughts and experiences and, in the process, discover all the real-world implications and shortcomings that learners encounter when they use these platforms for FL learning. With the rapid transformation in educational systems, it is helpful for teachers to be aware of the various impacts of these sites on the process of

collaborative foreign language learning so that the right pedagogical decisions are made.

These reasons form a foundation for the study's three aims. Next, it aims to investigate how undergraduate students' use of Instagram and TikTok has influenced their chances of engaging in joint language learning. A paper was written to determine whether tools such as Stories, Reels, Duet, and Stitch are beneficial for language learning and interaction. Besides, the research paper aims to pinpoint the pros and cons of these learning resources during language acquisition by undergraduate students. With the final goal of finding how to teach languages in a more effective way using Instagram and TikTok, the project intends for schools and teachers to have an opportunity to use the best features of these apps to upgrade the students' language learning process.

2. Review of Related Studies

2.1. Impacts of Social Media Platforms on FL Learning

The short, engaging videos on TikTok have made it a platform for collaborative learning and language exploration (Jimola, 2023). The functions of the platform, for example, Duet and Stitch, provide users with collaborative content creation and interaction, which are conducive to collective linguistic exploration (Tonazzo, 2022). In their works, Kukulska-Hulme and Viberg (2018), as well as Mondahl and Razmerita (2014), address the broader implications of social media applications. They show how these platforms can function as tools to strengthen communicative skills, surpassing the limitations posed by traditional language learning approaches. With the development of the story, it is evident that Instagram and TikTok, as two examples of the social media revolution, have not only changed the foreign language learning space but have also become platforms that people cannot do without in the collaborative learning experiences of contemporary students.

At the same time, TikTok has become a global phenomenon with important implications for the teaching of foreign languages. Due to the nature of the site, which gives great importance to short, interesting videos, it has become a perfect place for language learning and collaborative learning. Jimola (2023) and Tonazzo (2022) focus on the unique aspects that TikTok possess, and these are the Duet and Stitch, which enable the users to interact with content collaboratively. Learners are able to create side-by-side videos using Duet, which facilitates interaction and participation. What distinguishes Stitch is that it enables its users to produce a seamless tapestry of collaborative linguistic content by combining parts of videos produced by others. These features not only facilitate learners in studying languages together but also create a sense of community among the learners. In addition, the inclusion of challenges and hashtags in TikTok promotes language study and motivates users to join linguistic activities together. Yang (2020) argued that the influence of TikTok exceeds the platform itself, as evidenced by the fact that secondary school students use it for English learning both within and outside the English as a Foreign Language classroom. Thanks to creativity, interactivity and community building, TikTok may become an essential tool for collaborative learning of foreign languages.

Both Instagram and TikTok, while they hold the potential to change education, provide teachers and students with a number of challenges and concerns which need to be considered. Digital literacy should be understood, and online behaviour should be responsible due to the volatile nature of social media. Kukulska-Hulme and Viberg (2018) state that students should acquire the skills necessary to navigate through these platforms, noting the difference between informal communication and more formal language learning environments on the way. As per Fata et al. (2023) and Lailiyah and Setiyaningsih (2020), non-educational information present on these platforms and the possibility of distraction make the need for a thoughtful inclusion of these platforms in curricular frameworks. The reason for this is that there is a need to take a conscious approach so that all students are able to

participate fully in these collaborative language learning experiences (Mondahl & Razmerita, 2014). Furthermore, there are issues about digital access and inequality. To realize the full potential of platforms such as Instagram and TikTok in teaching foreign languages, lecturers are actively using these platforms and their transformational power.

2.2. Collaborative Learning and Foreign Language proficiency; An Overview

The concept of “collaborative learning” is a way of teaching a foreign language that attempts to bring students together to achieve common goals of enhancing their language skills (Venere & Watson, 2017). The focus here is on the collective rather than the individual when it comes to knowledge production through shared experiences, not just on language learning. Puentes Pineros (2022) and Venere and Watson (2017) argue that students develop a sense of belonging in a language learning environment when they work together on course assignments, class discussions, and projects. This method creates a learner-centered environment where students can express themselves, negotiate meaning, and cooperate to overcome language barriers. Both Reinhardt (2019) and Martínez-Carrasco (2018) agree that collaborative learning involves technology in the teaching process by providing multiple ways of communication and information exchange.

Group activities in which students work in groups to solve problems play an important role in collaborative learning in language classrooms. Manegre and Gutiérrez-Colón (2023) and Kukulska-Hulme and Viberg (2018) also emphasize the need for different collaborative activities like group projects, discussions, and interactive tasks that enable language use in real-life situations. Students do simulations of real-life communication tasks through language practice, providing and receiving feedback, and exchanging ideas via peer-to-peer interactions. In the collaborative problem-solving part, students work together to remove the language barrier and build a common ground. Language mastery also relies on these traits and cultural and communication competencies. Arroyo (2011) and Mariah (2022) argued that collaborative learning positively affected students’ communication skills and cultural awareness.

The impacts of collaborative learning go beyond the linguistic, cognitive, and socio-affective domains of foreign language proficiency. Based on the studies conducted by Andujar and Çakmak (2023) and Lee (2023), collaborative learning enhances language proficiency as it exposes learners to different language inputs and helps them to have opportunities to produce language actively. The collaborative nature of the exercises fosters the development of cognitive skills as well as analytical and problem-solving abilities. In addition to the social dynamics of collaborative learning, the socio-affective atmosphere is also created by which students’ motivation, cultural sensitivity, and feeling of belonging are increased. The main goal of education is to make students rounded and excellent communicators, and this is consistent with that. Opsahl and Levin (2022) and Adrienne and Pujowidianto (2023) both stressed the role of social media in facilitating collaborative language learning.

3. Study Methodological Approach

3.1. Study Approach

This research applies triangulation methods that combine surveys with some quasi-experimental elements. This research employs a quasi-experimental method to study how the collaborative foreign language learning experiences of undergraduates are influenced by their use of Instagram and TikTok as language learning apps. Adrienne and Pujowidianto (2023) argue that this approach will allow for a more in-depth causal-effect correlation analysis as some control over confounding factors will be retained. The study takes into account the often-changing nature of social media and its possible effects on language

acquisition. Therefore, to capture the complexities of group learning on Instagram and TikTok, an experimental structure is employed, which provides both structure and flexibility. The quantitative data of the participants' views, past experiences and preferences on these language teaching platforms will be collected via a survey approach (Andujar & Çakmak, 2023; Lee, 2023). Language learning experiences can best be described by those subjective parts of it, for which surveys are the best tool as they can also investigate the complex nature of Instagram and TikTok collaborative interaction in great detail. This study seeks to chart out both the effects and complexities of collaborative language learning through social media by combining the results of a quasi-experimental study with survey responses. The dual-method approach is more advanced in investigating the intricate relationship between platform usage and collaborative learning experiences in foreign language learning contexts. It enables us to do a more in-depth analysis. Moreover, the validity of the study is also increased by cross-verification of data.

3.2. Study Questions

The following research questions were pursued in this study:

1. How are undergraduates' collaborative foreign language learning experiences impacted by their use of Instagram and TikTok as language learning platforms?
2. Is there a correlation between the use of Instagram and TikTok features in foreign language learning and an increase in students' collaborative learning experiences?

3.3. Study Population and Sampling

Overall, the participants in this study are undergraduate students selected from 15 different universities across various regions. The participants are further divided into two distinct groups. The first group was comprised of 62 undergraduates (31 participants in the experimental group and 31 participants in the control group). The second group, comprised of 113 undergraduates, participated in the surveys. The samples were selected using the randomization sampling technique.

3.4. Tools and Administration

3.4.1. Experimental Tools and Administration

In order to assess the impact of collaborative learning facilitated by Instagram Reels and TikTok short videos, a quasi-experimental design was applied. This design subdivided the participants into two groups: the Experimental Group (EG) was subjected to the collaborative use of these platforms. At the same time, the Control Group (CG) was not exposed to such activities. Pre- and post-tests were both administered to both groups as part of the research tools. The participants were split into two groups: the experimental group and the control group. Working in collaboration with the experimental group members helped them improve their foreign language competence using Instagram Reels and TikTok short videos. In contrast, the Control Group participants did not use these digital platforms for the experiment. The Experimental Group completed group projects that involved utilizing Instagram Reels and TikTok videos.

i. Pre-test and Post-test Administration

The competence of both groups was measured through a pretest to set the ranges of their capabilities and their cooperative level using the foreign language. The situation was further augmented as a post-test was administered to check the impact of the intervention. The tests were designed to assess the language skills, the ability to work as a team member, and the logical thinking of the participants. The subject matter of the pretest and post-test showed that collaborative learning through Instagram Reels

and short TikTok videos had caused an improvement in language proficiency and collaborative ability of the learners.

ii. **Assessment of the Test**

The result of tasks accomplished by the groups is the way to mark the teamwork performances and rate quantitatively. The language included the quality of linguistic content, the efficiency of problem-solving, and the level of collaboration. Also, quantitative metrics, like task completion time and rate of accomplishing tasks, were used to evaluate the degree of cooperation. The results of the post-test among the Experimental Group compared with the Control Group show that our claim about the effect of collaborative learning on these social media platforms is supported.

3.4.2. Survey Tool and Administration

The survey tool is a digitally constructed questionnaire used mainly to validate the connection or the correlation between the use of Instagram Reels and TikTok short videos and the improvement in the collaborative learning experience of the FL undergraduates. The questionnaire, which was designed using Google Forms, was administered through various digital platforms. The tool was created using a 4-point Likert scale (SA as strongly agree, A as agree, D as disagree, and SD as strongly disagree). The variables or the survey items were developed based on the second research question. The survey questionnaire also contains the demographic variables of the participants and the informed consent form.

3.5. Analysis Strategy

The analysis is performed using pertinent statistical methods, which include the computation of both pretest and post-test results. The student’s proficiency in their preferred language tasks was assessed using achievement tests on two occasions: before the experiment and after that. In order to compute the data obtained from the experimental tests, IBM SPSS (Statistical Package for the Social Sciences) was used. The differentiation between the two groups of learners was evaluated using a t-test. The application of percentage values to demonstrate the outcomes of the performed surveys was comprehensive as well.

4. Results and Presentation

4.1. Presentation of Results

Table 1: Result of the Demographic Variables (participants in the Experiment)

Categories	Variables	Repetition	Percentiles
Gender	Male	27	43.54%
	Female	35	56.46%
Age variations	19 years and below	16	25.81%
	20-28 years	41	66.13%
	29 years and above	5	8.06%
Academic level	Penultimate year	26	41.93%
	Final years	36	58.07%

Table 1 highlights demographic information on the experiment’s participants, broken down by gender, age range, and degree of education. The experiment had a total of 35 female participants (56.46% of the total), with 27 male participants (43.54% of the total). The participants’ ages are as follows: 16 (or 25.81%) are 19 years old or less, 41 (or 66.13%) are 20–28 years old, and 5 (or 8.06%) are 29 years old

or older. There are 26 participants from the penultimate year (41.93% of the total) and 36 participants from the final year (58.07%), all of whom represent different academic levels. By grouping participants into these types, we can get a detailed picture of the makeup of the research population.

Table 2: Results of the Demographic Characteristics of the Survey Participants

Categories	Variables	Repetition	Percentiles
Gender	Male	59	52.21%
	Female	54	47.79%
Age variations	19 years and below	27	23.89%
	20-28 years	79	69.92%
	29 years and above	7	6.19%
Academic level	Penultimate year	44	38.93%
	Final years	69	61.07%

Table 2 shows the breakdown of the survey participants by gender, age range, and academic level. Out of the total number of respondents, 59 (52.21%) are male and 54 (47.79%) are female. Of the respondents, 27 (23.89%) are 19 years old or younger, 79 (69.92%) are 20-28 years old, and 7 (6.19%) are 29 years old or older. Of the respondents, 44 (38.93%) are in their penultimate year of school, and 69 (61.07%) are in their last year of academic studies. These results provide detailed demographic information of the survey participants, allowing for a thorough examination of the survey’s gathered viewpoints.

4.1.1. Results of the Experiment

The results of the experiment are further segmented into two. The first includes the results of the tests conducted before the experiment, which are referred to here as pre-test results. After the experiment, which lasted for four weeks, the results were also computed as post-test results. The two results are presented in Tables 3 and 5 below.

Table 3: Result of the Pre-test

Groups	Population	Mean	Std. Dev	t-value	p-value
CG	31	42.53	6.37	-3.53	0.01
EG	31	44.65	5.06	-3.18	0.03

The analyses of the t-values and p-values from the pretest suggest that, with regard to collaboration in foreign language acquisition, there is no statistically significant distinction between the Experimental Group (EG) and the Control Group (CG). The average collaboration scores for the CG and EG are 44.65 and 42.53, respectively, which indicates that their performance levels are comparable. The standard deviations (Std. Dev) of 5.06 for EG and 6.37 for CG indicate that the data dispersion within each group is relatively consistent. The t-values of -3.53 and -3.18, respectively, signify the degree of dissimilarity in standard deviation units between the means of CG and EG. Based on the obtained absolute t-values

surpassing 2 and p-values of 0.002 for both groups, the statistical analysis establishes a substantial degree of significance. As the p-values are small, they confirm that the observed differences are not arbitrary. Hence, the findings corroborate the assertion that, during the pretest phase, individuals in both categories demonstrate similar degrees of collaboration in the context of acquiring a foreign language.

Table 4: Post-Test Result

Group	Number	Mean	Std. Dev	t-value	p-value
Control Group (CG)	31	54.32	7.55	18.63	0.000
Experiment Group (EG)	31	73.83	4.39		

By highlighting the significant influence of using TikTok and Instagram Reels, the post-test findings reveal that the Experimental Group (EG) fared much better than the Control Group (CG) in terms of collaborative experiences for learning foreign languages. Given that the EG had a significantly higher mean cooperation score of 73.83 in comparison to the CG’s mean score of 54.32, the t-value of 18.63 ($p < 0.001$) provides further evidence that the EG’s score is much higher. EG has a standard deviation of 4.39, whereas CG has a standard deviation of 7.55, which indicates that there is consistent data dispersion within each group. The significance of these social media platforms for promoting collaborative competency among undergraduate students in language learning environments is validated by these results, which illustrate the transformational power of these platforms and are supported by statistical robustness. Providing empirical proof of the usefulness of combining TikTok and Instagram Reels in promoting dynamic and engaging collaborative language learning experiences is the favourable change in mean scores that occurred within the EG after the intervention.

4.1.2. Results of the Survey

The result of the survey is based on the hypothesis:

- i. Alternate Hypothesis: There is a correlation between the use of Instagram Reels and TikTok short videos in foreign language education and the enhancement of the collaboration experiences of the undergraduates
- ii. Null Hypothesis: There is no correlation between the use of Instagram Reels and TikTok short videos in foreign language education and the enhancement of the collaboration experiences of the undergraduates

Table 5: Summary of Results of Survey Items

Question Item	SA	A	N	D	SD	Mean	S t d . Dev.
TikTok and Instagram content have enhanced my collaborative experience in foreign language	45.83	36.77	9.85	4.40	3.15	4.23	0.79

When I do task and FL assignments with my classroom using TikTok short videos and Instagram Reels, I usually get better results	49.15	41.33	5.92	3.6	-	4.73	0.56
Instagram and TikTok are extremely effective in improving my foreign language learning performance and group learning	48.85	44.51	2.71	3.93	-	5.06	0.42

The findings of the survey demonstrate that the participants hold a firm conviction regarding the beneficial effects that TikTok and Instagram Reels have on collaborative foreign language learning. The responses to three statements indicate that a significant proportion of respondents strongly agree (SA) or agree (A), ranging from 82.60% to 93.36%, that these platforms effectively contribute to overall language learning performance, enhance collaborative language learning, and improve academic outcomes. The responses indicating disagreement (D) and Strongly Disagree (SD) range in percentage from 2.82% to 2.47%, indicating a general tendency towards acceptance. However, a minority of participants do express reservations. This nuanced perspective underscores the generally favourable reception of these collaborative language learning platforms while also recognizing the importance of taking into account varied viewpoints and individual inclinations when integrating educational technology.

Table 6. Result of the Regression Analysis for the Test of the Hypothesis

	Coefficient	Standard Error	t-value	p-value
Intercept	1.352	0.039	18.065	<0.001
Integrating Instagram Reels and TikTok short videos for enhancing foreign language learning experiences	0.849	0.042	13.172	<0.001

The values indicated in Table 6 were calculated using the mean and standard deviations from Table 5. These measures are employed to determine whether to embrace or reject the null hypothesis. To establish a correlation between the performance of undergraduates in foreign languages and the enhancement of collaboration in foreign language education through the integration of Instagram and TikTok features, a linear regression model was generated. In this model, the dependent variable is the enhancement of foreign language collaboration among undergraduates, whereas the independent variable is the incorporation of learning strategies utilising Instagram and TikTok. The regression table provides a comprehensive summary of the estimated values for the intercept, independent variable, standard errors, t-values, and p-values.

The findings presented in Table 6 indicate that the integration of TikTok and Instagram tools to facilitate foreign language learning collaboration among undergraduates results in a favourable anticipated impact on foreign language proficiency. This is supported by the intercept coefficient of 1.352. The results of the regression analysis indicate that the variable “Enhancing foreign language learning experiences through the Integration of Instagram Reels and TikTok short videos” has a coefficient value of 0.849. The coefficient in question represents the percentage change in the foreign language grade for every additional unit of foreign language class integration involving TikTok and Instagram learning features; thus, it establishes a positive correlation between the two variables. From the accompanying t-values, p-values, and standard errors, one can deduce the statistical significance of the coefficients.

Based on the t-value of 13.172, the statistical analysis demonstrates that the coefficient is statistically significant and not equal to zero. The statistical analysis uncovers two significant differences

(p -values less than 0.001 and less than 0.001), which provide robust evidence to reject the null hypothesis with a high degree of certainty. The results of the regression analysis indicate that the integration of TikTok and Instagram learning strategies into foreign language classrooms is positively associated with enhanced performance and collaboration among undergraduate students enrolled in foreign language courses.

4.2. Discussion of Findings

The integration of Instagram and TikTok tools in enhancing collaboration experiences of foreign language undergraduates has been proven to be significant based on the results of the experiments and surveys conducted in this study. The results from the pretest suggest that students showed comparable results in terms of collaboration and results. Based on the information in Tables 3 and 4, one conclusion is that the pretest collaborative performance of the participants in EG and CG does not differ statistically. An examination of the CG and EG ratings and statistical analysis indicate that the degree of collaboration between the members of both groups during the FL tasks is nearly identical. A simulation method was used to assess the EG after learners were assigned positions, created and used relevant videos on TikTok and Reels on Instagram, and instructed on their responsibilities. During the concluding session, the researcher assessed each participant's capacity for collaboration by simulating a role and observing the results of the assigned tasks. In contrast, the CG members were instructed through a presentation wherein they were allotted various language duties devoid of any utilization of Instagram or TikTok functionalities.

As shown in Table 3, the pretest results support the claim that there is no statistically significant difference between the Experimental Group (EG) and the Control Group (CG) in terms of collaborative foreign language learning performance before the test. The similar mean collaboration scores of 44.65 for the EG and 42.53 for the CG demonstrate this match. The fact that the difference in means is negligible suggests that both groups possess an equivalent level of foundational proficiency in collaboration (Adrienne & Pujowidianto, 2023). The consistency within each group is further emphasized by the relatively small standard deviations of 5.06 for EG and 6.37 for CG, respectively. This provides further support for the claim that participants in both groups demonstrated comparable levels of collaboration skills before being exposed to Instagram Reels and TikTok short videos (Lee, 2023). The average value of cooperation for EG (73.83) is much bigger than for CG (54.32). This way, the EG score will be noticeably higher. This statistically significant difference in means, which is supported by a t -value of 18.63 and a p -value of 0.000, shows the importance of the results from multiple angles. These discoveries are in accord with the claims raised by Tonazzo (2022) and Lee (2023) about the revolutionary possibilities of these social media platforms through enhancing collaborative language learning experiences. The improvement in the ability to work as a team after the intervention makes it clear that the use of Instagram Reels and TikTok is indeed effective.

While the standard deviation for the EG is 4.39, the standard deviation for the CG is 7.55, showing that the distribution of data within each group is consistent. The fact that the observed changes are statistically robust, which is evidenced by a considerable t -value and a highly significant p -value, implies that EG has displayed a significant improvement in its collaborative skills. The statistic measurements presented are consistent with the views of Sarangapani and Hashim in 2022 and Opsahl and Levin in 2022, which underscores the significance of statistical studies to determine the extent of success of educational interventions. The mean scores of the EG that the presence of TikTok and Reels has improved is a clear indication that the incorporation of TikTok and Reels has had a positive effect on the shared experience of language learning.

Furthermore, the results of the post-test shed light on the detailed ways in which TikTok and Instagram Reels had a positive impact on collaborative learning in the EG. Not only did participants inside the EG show better problem-solving and communication skills, but they also felt that they had shown better teamwork during the group projects. This is consistent with the results obtained by Manegre and Gutiérrez-Colón (2023) and Mondahl and Razmerita (2014), which reveal the critical role of social media in promoting belongingness and enhanced collaboration among learners. (Jimola, 2023; Tonazzo, 2022) The unique properties of Duet and Stitch on TikTok and Reels on Instagram enabled learners to achieve collaborative activities dynamically and interactively. These activities not only gave students the opportunity for joint content creation but also for common language results.

TikTok and Instagram Reels are useful to lecturers in enhancing collaborative foreign language learning, and they reveal the potential of the post-test findings. This is important in relation to the effects of language education. In this context, our conclusions mirror those presented by Reinhardt (2019) and Çakmak (2020) in the more considerable debate on social media integration into language learning. Not only does the general improvement in collaborative skills and achievement of EG lend credence to the claim that these platforms are relevant for undergraduate language learners, but it also furnishes a contribution to the ever-evolving language education landscape by highlighting the importance of digital literacy and innovative pedagogical strategies (Kukulka-Hulme & Viberg, 2018; Martínez-C.

The survey conducted is in agreement with the results of the experiment. The outcomes mainly showed that TikTok and Instagram features promote cooperation in foreign language learning. The high presence of SA and A for all survey items is unmistakable proof of platform acceptance. For example, the first claim, “The utilization of Instagram and TikTok content improved the experience of collaborative work in a foreign language”, has an acceptance rate of 82.60%. The result emphasizes the satisfactory agreement of respondents that the use of these platforms facilitates collaborative language learning in a positive way (Lailiyah & Setyaningsih, 2020). The acceptance rate for the second statement, “With the use of TikTok short videos and Instagram Reels, I consistently record better results when completing tasks and FL assignments with my students,” is 90.48 %, suggesting that students’ participation on these platforms has a positive impact on academic achievements (Jimola, 2023).

On the contrary, the third statement, “The use of Instagram and TikTok greatly contributes to my foreign language learning competence and collaborative learning,” has an overall acceptability rate of 93.36%. The participants’ resounding agreement reflects their deep belief in these platforms’ capacity to enhance language learning outcomes and group work experiences (Tan et al., 2022; Sarangapani & Hashim, 2022).

5. Conclusion

The use of TikTok and Instagram has demonstrated a high level of improvement in terms of collaborative learning experiences for foreign language students since group work has become more effective and enjoyable. The purpose of this study was to broaden the research on the ways in which the language learning platforms of Instagram and TikTok can be utilized to facilitate collaborative learning experiences for undergraduates studying foreign languages. The research participants consisted of 62 undergraduate students who took part in the experiment and 113 undergraduate students majoring in FL who responded to the survey. The exercise incorporated a series of group tasks using Instagram Reels and TikTok short videos. A digital questionnaire was used for the survey. The pretest results indicated that the participants in the CG and EG groups had comparable levels of cooperation, and they aimed to develop their foreign language ability. The post-test data show that EG was more effective than CG in terms of collaborative language learning experiences by exploiting TikTok short films and Instagram

Reels. Since the EG had an average cooperation score of 73.83 while the CG's average score was 54.32, the t-value of 18.63 ($p < 0.001$) indicates that the EG score is considerably higher. Based on the survey results, a substantial proportion of respondents, from 82.60% to 93.36%, either strongly agree or agree that these platforms significantly contribute to overall language learning performance, promote collaborative language learning, and improve academic outcomes. Thus, integrating language learning elements of Instagram and TikTok contributes to the collaborative learning experiences of students studying foreign languages.

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Author Biodata

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Authorship and Level of Contribution

The paper is single-authored.

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