TikTok as an Effective Tool for English Language Learning: A Digital Ethics Perspective

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Article Info

ABSTRACT

Purpose of the study: The integration of TikTok as a tool in English language learning has rapidly expanded due to its engaging, short-form video format and the platform's ability to foster creativity, student participation, and peer interaction. Despite this growth, limited scholarly attention has been paid to the digital ethical challenges posed by TikTok's use in educational settings, particularly those related to data privacy, algorithmic bias, content moderation, and disinformation.

Methodology: This research employs a systematic literature review approach, synthesizing findings from relevant studies on TikTok in education, with emphasis on English language instruction. The selection process follows PRISMA guidelines to ensure comprehensive and unbiased coverage of relevant literature.

Main Findings: Findings indicate that TikTok significantly enhances learners' speaking, listening, and digital communication skills while encouraging collaborative and socially interactive learning environments. However, ethical issues—such as exposure to inappropriate content, misinformation, lack of algorithm transparency, and student data vulnerabilities—emerge as critical concerns that require careful pedagogical management.

Novelty/Originality of this study: This study presents a novel conceptual framework for integrating TikTok into English language education ethically and responsibly, positioning it at the intersection of digital pedagogy and media ethics. It advocates for the inclusion of digital literacy and ethics training within the curriculum to equip educators and students to engage with social media tools in a more informed and secure manner.

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1. INTRODUCTION

Along with the development of information and communication technology, social media platforms have taken on a significant role in social, educational, and cultural life worldwide [1]. One of the platforms that has grown the most in recent years is TikTok, which was initially known as a short video-sharing application for entertainment [2]. However, along with its growth, TikTok has become more than just an entertainment tool but also an effective educational tool for various groups, especially in learning English [3]. TikTok offers features that allow users to create and access multiple types of creative video content, which facilitates communication and interaction, which are very important in language learning. With more than one billion active users worldwide, TikTok has opened up new opportunities in education, especially in the context of learning English

[4]. TikTok in education, especially in learning English, is an innovative step that introduces a more interesting and interactive learning method [5].

Through short videos presenting educational content, TikTok allows students to learn English in a more relaxed and less boring context while still paying attention to the richness of global culture [6]. However, while TikTok offers much potential in supporting language learning processes, its users, especially students, and pupils, often do not fully understand how to use the platform effectively and ethically in an educational context [7]. This raises important questions about how TikTok can be used as an effective English language learning tool while considering the digital ethics required for its use in the classroom. The use of TikTok in English learning presents several challenges regarding learning effectiveness and digital ethics implications [8]. In terms of learning effectiveness, although TikTok provides room for creativity and interactivity, little research examines in depth how the platform can help students develop comprehensive English language skills, including speaking, listening, reading, and writing [9].

Furthermore, no clear guidelines on using TikTok in education align with existing pedagogical principles and curricula [11]. Conversely, digital ethics challenges arise when the platform is used in the classroom [12]. Like other social media, TikTok has the potential to cause issues related to privacy, data misuse, and negative impacts on students' mental and social development, especially those in adolescence [13]. In addition, the various challenges related to distance learning also require educators to develop policies that regulate the use of this platform wisely. In this context, this study aims to investigate how TikTok can be effectively utilized as an English language learning tool, focusing on the implications of digital ethics in its use in the classroom [14]. While some studies discuss the use of social media for education, very few have specifically examined TikTok as a language learning platform, and even fewer have considered the digital ethics aspects that need to be considered when using this platform [15].

The urgency of this study lies in the fact that TikTok has become one of the most popular platforms among students and learners [10]. Thus, it is essential to explore how TikTok can be used productively in education, especially in the context of English language learning, which is one of the most sought-after and needed subjects worldwide. Many teachers and educators are beginning to realize that using TikTok as part of English language teaching can increase student engagement and provide a more enjoyable learning experience [16]. However, without a clear understanding of how to integrate TikTok into language learning effectively and ethically, the platform's potential to support students' language development may not be maximized [17]. In addition, TikTok's influence on students' social and emotional development needs to be seriously considered, mainly since TikTok often serves as a medium that facilitates personal and sometimes controversial self-expression. Therefore, this study is very relevant to guide educators in utilizing TikTok for English language learning that is effective, ethical, and in accordance with applicable educational guidelines [18]. To examine in depth the use of TikTok for English language learning, this study will focus on several main questions that need to be answered: How can TikTok be used effectively as an English language learning tool in the classroom? What challenges do educators and students face in using TikTok for English language learning face? What digital ethics aspects should educators consider when using TikTok as a language learning tool in the classroom? How can educators leverage TikTok to increase student engagement and motivation in learning English? Several previous studies have discussed the use of social media in education, but studies that specifically examine the use of TikTok in English language learning are still limited.

A study [19] showed that using social media in education can increase student engagement, especially in language learning. They found that platforms such as Instagram and Facebook allow students to interact more actively in learning English. However, this study did not specifically discuss TikTok. Another survey [20] examined the use of TikTok in the context of language learning at the university level and found that TikTok can improve speaking and listening skills, although this platform requires attention to privacy and digital ethics issues. This study provides valuable insights but does not profoundly address the digital ethics challenges that may arise in using TikTok for language learning [21].

Although several studies have discussed the use of social media in education, there is a significant gap in the literature that comprehensively examines the use of TikTok for English language learning, especially in terms of digital ethics approaches. Existing studies focus on the effectiveness of TikTok in improving language skills without paying close attention to the implications of digital ethics associated with using this platform. Furthermore, most existing studies only explore TikTok use at the college level, even though TikTok is also very popular among high school students with different ethical challenges. Therefore, this study contributes to filling this gap by examining the use of TikTok in a broader context, including digital ethics challenges and how educators can use TikTok wisely in the classroom. This study offers a novel contribution by focusing on using TikTok as an English language learning tool in a broader context, namely in high school and college classrooms. Unlike previous studies that only assessed the effectiveness of TikTok from a language learning perspective, this study also considers the often over looked aspect of digital ethics. Like other social media, TikTok brings challenges related to privacy, social influence, and content that does not always align with educational values. This study provides deeper insights into how educators can use TikTok effectively and ethically in English

language education, which is highly relevant to the needs of 21st-century education. Thus, this study not only provides practical guidance for educators but also contributes to developing educational theory and practice in the context of the digital era.

2. RESEARCH METHOD

This study used the Systematic Literature Review (SLR) methodology to review previous studies discussing TikTok as an English language learning tool, considering the aspects of digital ethics in the classroom. This approach ensured the collection, selection, and synthesis of relevant literature in a transparent, reproducible, and comprehensive manner by the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) guidelines [22] [25]. The research procedures used in this study were designed to ensure transparency, reproducibility, and comprehensiveness in searching, selecting, and synthesizing relevant studies. This study followed the PRISMA guidelines, which involve systematic steps to ensure that other researchers can repeat each stage and provide reliable results. This process also ensured that only studies that met the quality criteria were included in the review, resulting in a valid and high-quality data synthesis [23] [26].

A thorough literature search was conducted through respected academic databases, including Sage, Cambridge, Scimago, and Routledge. To narrow the search results and ensure the relevance of the literature, Boolean search terms such as "TikTok and language learning," "Social media ethics in education," and "Privacy concerns in online learning," with AND and OR search operators were used. Only articles published in peer-reviewed journals and academic books published between 2015 and 2024 were included in this review to ensure that the information obtained was up-to-date and relevant. Studies included in this study had to meet the following inclusion criteria: (1) explicitly discussing TikTok as an English language learning tool, (2) discussing ethical issues related to the use of social media in education, such as data security, privacy, disinformation, and content control, and (3) published in English in a reputable academic journal. On the other hand, studies that only discussed other social media platforms were purely theoretical or opinionated, or did not include empirical data were excluded from the selection. These criteria help ensure that the literature analyzed is relevant to the research focus and has a strong empirical basis. The screening process was carried out in several structured stages. First, the relevance of the abstract and title of the article was evaluated to ensure that the article was relevant to the focus of this study. After that, a full-text screening was conducted to ensure further the suitability of the topic discussed and the intended research issue. Of the total articles screened, only 14 papers that met all the selection criteria were selected for further analysis. This final selection ensured that only articles of high academic quality were included in this review.

A systematic data extraction tool was developed to ensure consistency in data collection. Key data extracted from the selected studies included author names, year of publication, ethical issues discussed, proposed solutions, and the methodology used in the study. Categories such as "content moderation," "disinformation," and "privacy risks" were methodically recorded for further analysis. This process allowed for clear and structured data collection from multiple relevant sources, which were then analyzed to provide a clearer picture of digital ethics in language learning using TikTok.

Data synthesis was conducted using thematic analysis, where existing studies were grouped based on critical ethical considerations. Emerging themes included content reliability, algorithmic bias, harms of disinformation, and data privacy. By identifying similarities and differences between existing studies, the data synthesis aimed to build a comprehensive understanding of the ethical implications of TikTok for English language learning. It also provided a clearer picture of educators' challenges in integrating TikTok as an effective and ethical learning tool. This study is committed to ensuring compliance with strict ethical standards. The entire systematic review process adhered to ethical guidelines for research, including accurate and honest presentation of existing research and proper attribution of sources. All studies selected were peer-reviewed sources, which helped reduce the potential for bias in the selection of literature. In addition, the study also noted that research related to social media, especially TikTok, has its ethical challenges, including changing platform regulations and geographical differences in data protection regulations. Therefore, this study carefully addresses ethical issues that may arise, including the privacy implications for users and the integrity of the content available on the platform.
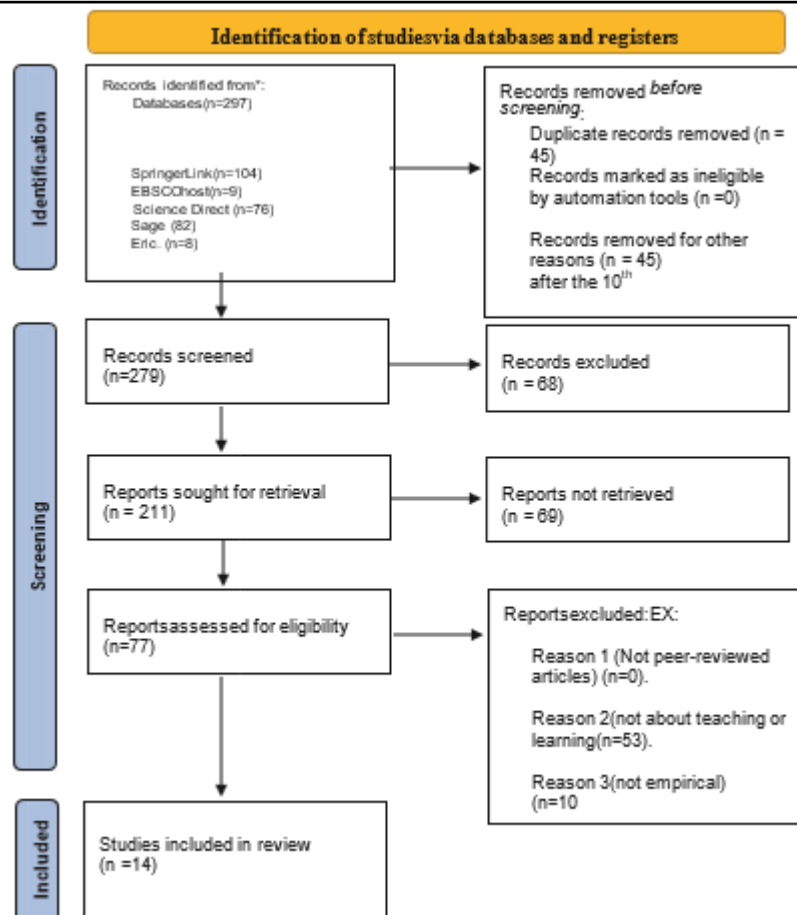
Figure 1. PRISMA

Once the data was collected, a qualitative thematic coding procedure was applied to organize and analyze the data systematically. The coding process was conducted using Nvivo software, which allows for more structured grouping and analysis of the data. This coding system allowed the researcher to identify and classify ethical issues that emerged in the analyzed literature into relevant categories. The main categories used in the coding included privacy risks, algorithmic bias, and credibility of educational content. These categories were selected based on findings from previous research that identified significant ethical issues related to using TikTok in academic contexts. The coding aimed to provide a deeper understanding of how ethical issues emerged in the existing studies and how they affect the interaction between users and the TikTok platform. Once the data was organized through thematic coding, a qualitative content analysis was conducted to assess how the existing studies described ethical issues related to TikTok and the solutions they proposed. The analysis aimed to identify common patterns in how the studies described ethical problems and explore proposed ways to address these issues. One of the key findings of this analysis is how TikTok's algorithms influence user experience, particularly by encouraging engagement-driven content, such as likes, comments, and shares, which are often more emotionally engaging than content based on substantive educational value. This can potentially exacerbate ethical issues, such as the spread of inaccurate or biased information, which can influence how users access and process information on the platform. The analysis further notes that quantitative research findings suggest that approximately 60% of educated TikTok users do not understand the data collection techniques used by the platform. This research indicates a lack of awareness of privacy issues among TikTok users, creating an information gap regarding how their data is collected, used, and shared. The research also notes that privacy concerns and opacity in managing user data pose significant challenges in the context of digital ethics on social media. By combining findings from qualitative and quantitative research, this analysis provides a more holistic picture of how TikTok, while having the learning potential, also poses many ethical challenges that educators and policymakers need to be aware of [24] [26].

3.   RESULTS AND DICUSSION

Based on the results of data analysis in Table 1.

Table 1. Distribution Paper Citation

Search Terms	Source	Papers	Cites	Cites/year	h	g
TikTok, moderation, education	Scopus	2	0	0	0	0
TikTok, content moderation	Scopus	61	697	174.25	14	25
TikTok, misinformation	Scopus	195	1939	387.80	22	39
TikTok, privacy risks	Scopus	39	285	47.50	9	16

The researcher began by reviewing the four categories of "TikTok and language learning," "Social media ethics in education." and "privacy concerns in online learning". Those files contained discussions and research on TikTok's role in educational contexts, specifically its application in language learning. The process involved analyzing each document to identify articles that focuses on TikTok's use in the classroom, looking for themes related to engagement, instructional capabilities, and student interaction. Relevant articles were then extracted and categorized into a table, detailed the author, title, year, publisher, and a brief explanation of how TikTok is being utilized for educational purposes. The table highlights articles that explore TikTok as a tool for special education, general education, and language learning, emphasizing its potential for creating engaging content, fostering classroom discussions, and providing new learning opportunities despite challenges in content moderation. This process effectively consolidates key findings from the literature to address the question of how TikTok is being integrated into classroom instruction.

Table 2. TikTok used as a tool for classroom English language instruction

Author	Title	Year	Publisher	Explanation
Perrotti at el.	Exploring TikTok as an Educational Tool for Speech-Language Pathologists, Special Education and General Education	2023	In Proceedings of the Twenty-fourth International Symposium on Theory, Algorithmic Foundations, and Protocol Design for Mobile Networks and Mobile Computing (MobiHoc '23 MobiHoc, https://doi.org/10.1145/3565287.3617636	This study explores TikTok's use in education, emphasizing its potential as a tool for special education and general education. It highlights the platform's engagement capabilities for instructional purposes.
Are, C.	Dysfunctional appeals and failures of algorithmic justice in Instagram and TikTok content moderation.	2024	Information Communication and Society. https://doi.org/10.1080/1369118X.2024.2396621	The paper analyzes how TikTok can be used to mediate classroom discussions or as part of educational settings, despite challenges in content moderation.
Lazard at al.	Exposure and Reactions to Cancer Treatment Misinformation and Advice: Survey Study	2023	JMIR Cancer, https://doi.org/10.2196/43749	This study examines how TikTok videos are used for educational purposes, providing a case where misinformation might be used in the context of learning.
Niu et al.	Building Credibility, Trust, and Safety on Video-Sharing Platforms	2023	Conference on Human Factors in Computing Systems, article 337,1-7 https://doi.org/10.1145/3544549.3573809	Explores how educational use of platforms like TikTok can be structured to ensure trust and credibility in the learning process.

Table 2 provides an overview of how TikTok is used as a tool for classroom English language instruction. The table includes four articles that explore various aspects of TikTok's educational applications. [30] investigates TikTok's potential in education, particularly highlighting its usefulness for special education and general education. This study emphasizes the platform's engagement capabilities, making it an effective tool for instructional purposes. [18] discusses the challenges TikTok faces in content moderation and how these issues may impact its use in educational settings, while also examining its potential to mediate classroom discussions. [3] examines the use of TikTok for educational purposes by analyzing videos related to cancer treatment misinformation, illustrating how TikTok can be both tool for learning and a platform that might disseminate misleading information. Lastly, [31] focuses on building credibility, trust, and safety in video-sharing platforms like TikTok, highlighting the importance of ensuring reliable content in the educational process. Together, these articles demonstrate how TikTok can be integrated into classrooms for instructional purposes, while also addressing challenges such as content moderation and trustworthiness.

The findings presented in Table 2 highlight the multifaceted use of TikTok as a tool for classroom English language instruction, revealing both its potential benefits and inherent challenges. These findings resonate with several educational theories and prior studies that emphasize the role of engagement, content moderation, and trust in the learning process. [30] underscore TikTok's significant engagement capabilities, which align with constructivist learning theory, particularly Vygotsky's social constructivism. [15] stated that Vygotsky's constructivist theory of learning, learning is a social process that occurs through interaction and engagement with peers and instructors. TikTok's interactive features, such as comments, sharing, and collaboration on content, create opportunities for social interaction, making it an effective tool in facilitating learning, especially in language classrooms where communication and active participation are key.

However, as [32] points out, TikTok's content moderation challenges raise concerns related to critical pedagogy, which critiques the control of knowledge dissemination and the influence of external powers, such as algorithmic systems. TikTok's reliance on algorithmic curation can expose students to biased or inappropriate content, which is particularly problematic in educational settings. This aligns with the work of [33], who argues that educational tools should be critically examined for their impact on the learning environment, particularly in how they shape students' knowledge and perspectives. Therefore, the platform's ability to mediate classroom discussions must be carefully considered, as content moderation plays a pivotal role in ensuring that discussions remain constructive and fact-based.

Lazard et al also highlight the dual nature of TikTok, both as a potential educational tool and a source of misinformation [3]. This duality can be understood through Silber et al concept of "banking education," where information can be deposited into students' minds, but without critical thinking or engagement [34]. In the case of TikTok, videos containing misinformation about subjects like cancer treatment can reinforce passive consumption of content, rather than promoting critical thinking. This further emphasizes the need for educators to guide students in critically evaluating the information they encounter on TikTok, fostering media literacy skills to navigate the platform effectively.

Lastly, Nissenbaum, emphasize the importance of building credibility, trust, and safety, aligning with theory of trust in digital learning environments [35]. Trust is an essential component in educational settings, and TikTok's reliability as a source of educational content must be questioned and monitored. Niu et al, outline how trust in digital platforms can influence user engagement and knowledge retention, suggesting that students are more likely to engage with TikTok content if they perceive it as trustworthy and credible [31]. Therefore, it is crucial for educators to curate content and foster a sense of security when using TikTok in the classroom. Together, these studies demonstrate that while TikTok can serve as an engaging and dynamic tool in English language instruction, its use must be guided by critical awareness and pedagogical frameworks that address its potential drawbacks, particularly in terms of content moderation, misinformation, and trust. Educators should be mindful of these challenges to ensure that TikTok becomes a valuable resource in fostering interactive, critical, and reflective learning environments.

Table 3. Ethical Issues are raised by Utilizing TikTok for English Language Learning

Author	Title	Year	Publisher	Explanation
Thomas et al.	"It's common and a part of being a content creator": Understanding How Creators Experience and Cope with Hate and Harassment Online	2022	ACM CSCW https://doi.org/10.1145/3491102.3501879	This article addresses ethical concerns about harassment and the negative impacts of algorithmic biases on TikTok users, which could also affect students using it in educational contexts.
Silber et al..	Asking for Traces: A Vignette Study on Acceptability Norms and Personal Willingness to Donate Digital Trace Data	2024	Social Science Computer Review, https://doi.org/10.1177/08944393241305776	Ethical concerns regarding data privacy arise when students interact with platforms like TikTok in an educational setting, particularly about how their data is used.
Alfaro et al.*	Analysis and Automatic Summary of Privacy Policies	2022	Linguamatica, https://doi.org/10.21814/lm.14.2.375	Addresses ethical concerns regarding how TikTok and other social platforms manage user privacy, relevant when using these platforms in classrooms.
Badillo-Urquiola et al.	"Stranger Danger!" Social media app features co-designed with children to keep them safe online	2019	ACM IDC https://doi.org/10.1145/3311927.3323133	Focuses on privacy and safety features for children on social media platforms like TikTok, important for ethical considerations in educational contexts.

Table 3 presents the ethical issues raised by utilizing TikTok for English language learning. The table includes article that explore various concern related to the use of TikTok in educational settings, particularly regarding harassment, privacy, and data usage. The first article by [26] addresses ethical concerns about online harassment and algorithmic biases on TikTok, which could also impact students using the platform in educational contexts. Silber et al discusses data privacy issues, particularly when students interact with TikTok and how their digital trace data is used [34]. Taylor said, focuses on the ethical concern surrounding TikTok's management of user privacy, emphasizing the implication of using the platform in classroom [36]. Lastly, Shouli, examines safety features on social media platforms like TikTok, specifically designed to protect children online, highlighting the importance of privacy and safety in educational contexts [13]. This table collectively outlines the ethical challenges educators need to consider when incorporating TikTok into language learning. The findings in Table 3 underscore significant ethical concerns related to the use of TikTok for English language learning, particularly in the areas of harassment, privacy, data usage, and the safety of students, especially minors. These concerns align with several educational and ethical theories, as well as existing literature on digital media use in educational settings.

The article by Thomas, highlights online harassment and algorithmic biases as key ethical concerns, particularly the potential impact on students [26]. This issue is closely related to Foucault's theory of power and Michel Foucault's concept of Roshidi and Rahmat, which argue that digital platforms like TikTok can exercise control over users through algorithms and content curation [37]. In educational settings, this means that students may be subjected to biased or harmful content, which can interfere with their learning experiences. The concept of digital citizenship further emphasizes that educators need to be aware of the potential harm posed by online

harassment and should actively teach students how to navigate these challenges responsibly and ethically. [38] also argue that educators must consider the ethical dimensions of digital tools, including the potential for platforms to perpetuate inequality through biased content. Ridwan et al, addresses data privacy concerns, particularly the usage of students' digital trace data when they interact with platforms like TikTok [39]. This issue is critically examined through Daniel Solove's theory of privacy, which focuses on the collection, usage, and potential exploitation of personal data. In the context of education, the ethical concern is that students may not fully understand the implications of their data being harvested by social media platforms. Kendeou, framework of "privacy as contextual integrity" highlights the importance of maintaining privacy standards according to the context in which the information is shared [2]. In educational contexts, this means that teachers and administrators must ensure that students' data is handled with care, particularly in compliance with laws like FERPA (Family Educational Rights and Privacy Act) in the U.S. and other data protection regulations globally.

Harrison & Laco, focuses on TikTok's management of user privacy, which ties into Mayer, Davis, and Schoorman's theory of trust in digital environments [9]. They suggest that trust is essential in online interactions and that individuals need to feel assured that their data is safe, particularly when engaging in learning environments. Alfaro's work highlights the ethical responsibility of platforms like TikTok to ensure that their privacy policies are transparent and respected. In education, fostering trust is crucial for creating an environment where students feel comfortable engaging with the platform for learning purposes without the fear of exploitation.

Lastly, Badillo-Urquiola et al examines safety features on TikTok, specifically designed to protect minors [12], which is highly relevant to N.O Sadiku et al, concept of "digital safety" [32]. This theory emphasizes the role of technology in ensuring that young users are protected from harmful online content, which is especially important in educational contexts where children and adolescents are involved. The ethical responsibility of educators, parents, and platforms like TikTok is to create a safe and supportive digital learning environment. TikTok's features, such as content moderation, privacy settings, and age restrictions, are crucial in mitigating risks such as exposure to inappropriate content or online predators. Livingstone and Haddon, discuss the importance of online safety and the need for comprehensive safeguarding strategies in educational settings [8].

In conclusion, the studies discussed in Table 3 align with key ethical frameworks and theories, highlighting the complex challenges educators face when integrating TikTok into language learning. These challenges include ensuring privacy, managing data, preventing harassment, and providing a safe learning space for students. As TikTok and similar platforms become more prevalent in education, it is essential for educators to engage critically with these ethical issues, ensuring that the benefits of using such platforms are maximized while minimizing potential harm to students.

Table 4. Ethical Standpoint incorporating TikTok as a Teaching Tool in the Classroom be advantageous and Difficult

Author	Title	Year	Publisher	Explanation
Giovanni,Livraga, Alessandro Motta, Marco Viviani	Assessing User Privacy on Social Media: The Twitter Case Study	2022	OASIS, https://doi.org/10.1145/3524010.3539502	This research outlines the ethical implications of using social media platforms, like TikTok, for educational purposes, focusing on user privacy concerns.
Karla Badillo-Urquiola, Diva Smriti, Brenna Mcnally, Evan Golub.	"Stranger Danger!" Social media app features co-designed with children to keep them safe online	2019	ACM IDC, https://doi.org/10.1145/3311927.3323133	Discusses the safety and privacy issues, especially in educational contexts involving children, and

Author	Title	Year	Publisher	Explanation
				the ethical need for platforms like TikTok to protect minors.
Karla Badillo-Urquiola, Diva Smriti, Brenna Mcnally, Evan Golub	Feeling Safer Than Peers: Influence of Privacy-related Perceptions and Parental Mediation on Teen TikTok Users' Comparative Optimism about Privacy Risks	2024	Journal of Broadcasting and Electronic Media, https://doi.org/10.1080/08838151.2024.2407541	Analyzes how privacy-related perceptions affect TikTok users and the ethical implications for educators using TikTok in classrooms.
McMillin, D.	children, youth, and media globalization	2022	Routledge, https://doi.org/10.1145/3491102.3501879	This book discusses privacy concerns for youth, relevant for understanding the ethical challenges when integrating TikTok in educational environments with young learners.

Table 4 outlines the ethical standpoint of incorporating TikTok as a teaching tool in the classroom, highlighting both the advantages and difficulties. The table includes articles that address key concerns such as user privacy, safety, and ethical implications. Giovanni, Livraga, Alessandro, explore the ethical considerations of using social media platforms like TikTok in educational contexts, particularly focusing on the privacy risks associated with these platforms [28]. Badillo-Urquiola et al discuss the safety and privacy challenges when using TikTok, especially in educational settings involving children, emphasizing the ethical responsibility to protect minors [12]. In a follow-up study, Badillo-Urquiola et al, analyze how privacy perceptions influence TikTok users, specifically teenagers, and the ethical concerns educators face when using the platform in the classroom [12]. Lastly, McMillin, discusses privacy issues in the context of youth and media globalization, offering insights into the ethical challenges faced when integrating TikTok into educational environments for young learners [5]. These articles collectively provide a comprehensive overview of the ethical issues and considerations that educators must address when using TikTok as a teaching tool, particularly around privacy and safety concerns.

Incorporating TikTok as a teaching tool in the classroom offers significant educational potential but also presents several ethical challenges. The articles highlighted in Table 4 emphasize the critical need to address privacy concerns, particularly regarding the safety of young users and the ethical implications of data usage. While TikTok can enhance student engagement and learning, educators must navigate the complexities of user privacy, content moderation, and safety, especially for minors. The research underscores the importance of implementing protective measures and fostering an environment of trust to ensure that TikTok's use in education is both effective and ethically sound. Thus, while TikTok can be a valuable resource in the classroom, its integration must be handled with careful consideration of these ethical issues to protect users and ensure a safe learning environment.

The study results indicate that TikTok has excellent potential as an English language learning tool but also presents significant challenges related to digital ethics. The use of TikTok in English language learning focuses on interactivity and student engagement that can enrich the learning experience. In the context of the social constructivism theory proposed by Vygotsky, learning is a social process that occurs through interactions with others and the environment. As a video-based platform, TikTok allows students to interact with learning materials, fellow students, and instructors. TikTok's features, such as commenting, sharing, and collaboration on content, create opportunities for social-based learning that are especially important in language learning, where active communication is at the heart of the learning process. However, although TikTok can enrich language learning, the platform's algorithm prioritizes content that gets much interaction (such as likes and shares) over pedagogical and educational content, raising several issues. This is in line with findings in the literature on social media algorithms that prioritize engagement over the quality of the content itself. Research Aini et al, showed that TikTok's algorithm can encourage more engaging and emotional content, but it is not always based on accurate or helpful information in an educational context [28]. Thus, while TikTok has the potential to be a powerful learning tool, its use must be done with caution to avoid exposing students to content that could be detrimental to their learning. In terms of ethics, this study found that user data privacy and content moderation are two significant issues that must be addressed. Several studies have shown that many TikTok users, including students, are unaware of how the platform collects and uses their data. This highlights the importance of better digital awareness among students, who should be involved in learning about privacy and the ethics of social media use. In addition, the existence of disinformation and algorithmic bias are also significant concerns in the use of TikTok for language learning, as found in the study Aini et al, which suggests the need for more careful management of the credibility and reliability of the content available [28]. This study contributes to existing theories of digital learning and education, adding a new perspective on using TikTok as a language learning tool. In the context of constructivist learning theory, TikTok introduces new possibilities for interaction-based learning, which can increase student motivation and engagement. This reflects the basic principles of Vygotsky's theory of learning through social interaction, where meaningful learning occurs when students can collaborate, discuss, and actively construct knowledge. TikTok, as a tool that allows students to share their thoughts and participate in video-based discussions, fits these principles.

However, these findings also point to adopting a more critical and ethical pedagogical approach in utilizing platforms such as TikTok. In this regard, critical pedagogy theory can play an important role, especially in addressing the issues of biased content and disinformation often found on social media. This theory invites educators to question how social media can be used in learning and how these platforms can influence students' knowledge formation, especially regarding whether students passively receive knowledge or critique the content they encounter. Therefore, educators must guide students to develop better media literacy skills to critically assess content and understand the ethical implications of using TikTok in learning. In terms of practice, this study significantly impacts how educators should approach the use of TikTok in the classroom. Although TikTok offers a variety of features that can increase student engagement, educators must pay attention to digital ethics and privacy policies when deciding to use this platform. In addition, content moderation challenges and the spread of disinformation must be taken seriously. Therefore, educators are advised to moderate the content shared through TikTok and teach students to recognize valid and relevant information in English language learning.

Like other studies, this study also has limitations that must be considered. One major limitation is the reliance on the available literature, which primarily focuses on theoretical or survey-based research, with little direct examination of TikTok use in the classroom. This limits a deeper understanding of TikTok's impact on language learning in the classroom in practice. Therefore, the results of this study should be a starting point for a broader understanding and cannot be fully generalized to all educational contexts. Another limitation is that this study only included articles published in English, which may introduce biases related to geographic and cultural context. TikTok has had varying impacts in different parts of the world, and differences in educational policies, accessibility, and culture may influence how TikTok is used in language learning. This study did not include an in-depth exploration of the differences in TikTok use across primary, secondary, and tertiary education levels, which could have resulted in more varied findings. Given the limitations of this study, there are several suggestions for future research. First, a more in-depth study with an experimental design that directly tests TikTok use in the classroom would provide a clearer picture of its impact on English language learning. This research could include direct measurements of student engagement, learning outcomes, and ethical implications from TikTok use in a broader context. Second, it is essential to conduct studies comparing TikTok use with other digital learning platforms to see to what extent TikTok has advantages or disadvantages compared to other platforms supporting language learning. Research could provide a more holistic insight into the use of social media in education. Third, more research is needed to explore digital ethics challenges in depth, including data privacy and disinformation. This research can help educators understand how to manage the risks associated with TikTok use and how to educate students to have better media literacy.

4.   CONCLUSION

This study has provided in-depth insights into using TikTok as an English language learning tool in the context of digital education. Based on a systematic literature analysis, the findings of this study suggest that TikTok has significant potential to enhance student engagement in language learning. TikTok's interactive features, such as commenting, sharing, and collaboration on content, support social constructivism theory by providing a space for active interaction and social-based learning. As such, TikTok can enrich the English language learning experience, creating opportunities for students to learn through more dynamic methods and connect with a global audience. This study suggests that many TikTok users, including students, do not fully understand how the platform collects and uses their data, which poses risks to digital privacy and security. In addition, TikTok's algorithm that prioritizes engagement-based content may lead to students' exposure to content that is not always relevant or even detrimental from an educational perspective. Therefore, efforts are needed to educate students about media literacy and raise awareness of digital ethics. A careful and thoughtful approach to utilizing TikTok will help ensure that the platform is used optimally to support learning goals without compromising the quality or ethics of education.

ACKNOWLEDGEMENTS

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