



Assessing the Impact of TikTok on Self-Efficacy for Enhancing English Speaking Skills

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ABSTRACT

Chinese higher education ESL students view TikTok as a valuable digital resource for enhancing English proficiency due to its authentic, informative, flexible, accessible, and cost-effective content. This study explores the impact of TikTok on self-efficacy among college students in China, specifically focusing on oral communication skills. Using a quantitative research design, data is collected through surveys analyzed by SPSS 26 and PLS-SEM, along with language proficiency assessments. The study targets college students aged 17 to 22 enrolled in English courses at a specific college in Guangzhou, China, with 259 participants selected through purposive sampling. The results demonstrate a substantial direct influence of both the perception of usefulness and the preference for using TikTok on self-efficacy towards the use of TikTok. Furthermore, the relationship between the perception of usefulness and the preference for using TikTok is notably mediated through the sequential effects of self-efficacy towards the use of TikTok. These findings suggest a complex interplay, highlighting the importance of self-efficacy as a mediator in the relationship between perceived usefulness, preference for use, and overall proficiency in utilizing TikTok. In conclusion, educators play a vital role in guiding students to effectively use TikTok as an educational tool. Providing strategies for critically assessing content credibility and offering additional support can enhance TikTok's credibility as a trusted resource for language acquisition, empowering students to leverage its full potential for improving speaking skills.

Keywords: Higher Education, ESL Students, TikTok, Self-efficacy, English Speaking Proficiency

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