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# The Role of Social Media and Memory in the Acquisition of L2 Segments: The Case of /æ/

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L2 acquisition, SLM, English vowels, memory, phonological input



## **Abstract**

English language students desire to acquire a native-like pronunciation, however, it sometimes can be challenging. Innovative resources have emerged in the last 10 years to ease this process as is the case of the use of Computer Assisted Language Learning (CALL). However, these innovative techniques merge with traditional ones such as the Memorization Strategy (MS) to get the maximum of the learning process. Together with these learning strategies, relevant theories like the Speech Learning Model (SLM) are essential to understanding the speech learning process. The present study aims to analyze to what extent social media and memory can play a relevant role in the acquisition of L2 segments. To do so, the study will focus on the production of the English vowel /æ/ through 10 selected words by 5 Spanish and Catalan speakers who spend a considerable amount of time on TikTok. To do so, the speakers will be presented with a set of two lists containing a selection of words: List 1 formed by random sentences and List 2 by sentences from viral audios from TikTok.

**Key words:** L2 acquisition, SLM, English vowels, memory, phonological input,

## Index

1. INTRODUCTION.....	1
1.1. Literature Review.....	1
1.2. The Present Study.....	4
2. METHODOLOGY.....	5
2.1. Participants.....	5
2.1.1. Speakers.....	5
2.1.2. Listeners.....	5
2.2. Data Collection.....	6
2.3. Data Analysis.....	7
3. RESULTS.....	7
4. DISCUSSION.....	12
5. CONCLUSION.....	14
6. REFERENCES.....	16
7. APPENDICES.....	18
7.1. Appendix A.....	18
7.2. Appendix B.....	19
7.3. Appendix C.....	20

## **INTRODUCTION**

In the last ten years, the teaching of English as a Second Language (ESL) has undergone noticeable changes due to new technologies that have rapidly revolutionized the world of education such as the Computer Assisted Language Learning (CALL) (Motteram 2013, 8). Learning strategies have moved from conservative perspectives to the innovative use of Information and Communication Technologies (ICTs) in formal instruction. These new perspectives have been introduced in English Language subjects over the past years and have proven beneficial for most skills like grammar or listening (Azmi 2017, 116). However, the acquisition of a native-like pronunciation is still a challenge not only for the complexity of applying the correct perspective in formal instruction but also because of the sometimes difficult access to real interaction with native English speakers. This is crucial for speech learning since, according to models of the acquisition of L2 phonology like Flege's Speech Learning Model (SLM), "without accurate perceptual targets to guide the sensorimotor learning of L2 sounds, production of the L2 sounds will be inaccurate" (Flege 1995, 238). Apart from the innovative educational techniques, some traditional ones are still present, such as the Memorization Strategy (MS), often used for the memorization of phonological segments (MacWhinney 1975, 67). In addition, social media has slowly been introduced into the educational world as a new tool, making lessons appealing to young learners. Although many scholars still prefer old-school techniques and perspectives, it cannot be denied that these innovative tools are the future of education, specifically speech learning.

## **Literature Review**

The acquisition of native-like pronunciation depends on several factors, one of them being the L1 of the learner. According to Flege's Speech Learning Model henceforth, (SLM), if we compare the L1 and L2's phonetic systems, there are sounds considered similar and other considered different after carrying out the Equivalence Classification process. Those that are similar are more difficult to acquire since the learners might mix them with other sounds, while the sounds considered different, are thought to be easier to acquire (Flege 1995, 243). Thus, to some learners, certain sounds might be "challenging because they either do not exist or have a different status in the L1" (Carlet and Cebrian 2014, 478). That is to say, SLM states that the perception and production of L2 sounds are

determined by the speakers' L1 and its phonetic categories (Tyler 2019, 608). Speakers either associate sounds to already learned ones or create a new category for them. SLM makes two main assumptions: the first one is that “bilinguals cannot fully separate their L1 and L2 phonetic subsystems”, and the second one is that “the capacities underlying successful L1 speech acquisition remain intact across the life span” (Flege 2003, 8). In addition, the SLM proposes that the L1 and L2 phonetic subsystems of bilinguals need to relate since “the phonic elements making up the L1 and L2 phonetic subsystems exist in a “common phonological space” (Flege 2003, 11).

Consequently, the more vowels speakers have assimilated into their phonological system, the easier it will be to acquire a new language. The English language has a total number of 12 vowels: /ɪ, i:, e, æ, ɑ:, ɒ, ɔ:, ʊ, u:, ʌ, ɜ:, ə/ (Roach 2009, 99), Catalan has 8 /a, e, ε, i, o, ɔ, u, ə/ (Marugan 2021, 14) and Spanish 5: /i, e, a, o, u/ (Prieto 2004, 14). English and Catalan have more sounds in common than English and Spanish, a factor that favors Catalan speakers when learning English pronunciation since they have fewer new categories to incorporate into their phonological system. Considering that the participants of this study are speakers of English, Spanish, and Catalan, it will be easy for them to pronounce certain sounds. However, L2 speech learning is a long process and “requires a large amount of native-speaker input to be successful” (Flege 2003, 13). Prieto describes being a listener of a language as being trained “to “filter” any phonetic sequence of that language in a series of vowel and consonant sounds and to understand its meaning” (Prieto 2004, 26). This process is called categorical perception and it occurs when “a new category has not been established for an L2 speech sound that differs audibly from the closest L1 speech sound” (Flege 2003, 12).

A great variety of strategies are used to ease this process: one of the most popular ones is the Memorization Strategy, henceforth, (MS) considered “one of the most frequently used learning strategies” (Khamees 2003, 250). It consists in using memorization as a learning tool. MS has proven quite successful in the acquisition of EFL, especially in learning new vocabulary or grammar rules but some underestimate its use in speech learning. Different studies have proven that pronunciation is not only better in memorized sentences but also for speech learning. It must be considered that “L2 phonetic segments can be produced only as accurately as they are perceived” (Flege 2003, 25). Thus, the quality of the input received is crucial for the learners' perception and

production (Flegue 2003, 25). Khamees defined MS as a process based on “saying or writing something over and over until the learner is able to reproduce the material automatically” (Khamees 2016, 248). Khamees’s work found that learners use MS “to improve their achievements in English” and, as a result, they “are more confident when presenting oral language” (Khamees 2016, 255). One of the main problems of using MS is that some learners may not acquire phonemic awareness which is the “conscious access to the phonemic level of the speech stream and some ability to cognitively manipulate representations at this level” (Stanovich 1986, 362).

MS has lately been introduced into formal instruction through different materials such as music, tongue twisters or social media. Different studies have examined its benefits and to what extent these new technique prove to be successful. Chen studied the introduction of music into a freshman English pronunciation training classroom. Students were required to memorize song lyrics and it was found that most of them became “more familiar with many English songs and the rules of pronunciation by practicing singing and memorizing lyrics” (Chen 2016, 16). Another study by Hakim and Sampurna incorporated the memorization of tongue twisters to train English vocabulary. Students were asked to repeat over and over, memorize, short tongue twisters and then, repeat them in front of the class. The results show that these exercises “can improve [the students’] English vocabulary pronunciation skill” (Hakim and Sampurna 2020, 29). Finally, Pratiwi, Ufairah and Sopiah explored the benefits of using Mobile-assisted language learning (MALL) while learning English pronunciation. In this study a group of learners were required to participate in a series of viral trends on TikTok that consisted in learning new vocabulary. As a result, those participants that were TikTok users improved their pronunciation. Thus, it was concluded that “the TikTok application can be used as a medium for pronunciation learning in English since it has many benefits and is effective in helping student and teachers in teaching and learning activities in the 20<sup>th</sup> century” (Pratiwi, Sopiah and Ufairah 2021, 382). Since this study focuses on the production of a vowel in memorized and non-memorized sentences extracted from TikTok; the MS will be essential for the development of the same.

## **The Present Study**

The influence of social media on the acquisition of specific L2 skills, like listening or learning new vocabulary, has been largely discussed over the past years. However, its benefits when acquiring an accurate L2 pronunciation have not received as much attention. For this reason, the aim of this study is to research the possibility of acquiring a good pronunciation of English as a L2 through exposure to social media, especially TikTok, and the effects of memorization as a learning strategy. This study will focus on the production of the near-low front unrounded vowel /æ/ by a group of girls in their early twenties that are highly exposed to TikTok. Said social media was selected for this study since it is currently the most popular one among young people and because of the content that can be found there: short videos that go from 10 seconds to 3 minutes created by people all around the world. The main hypothesis of this study is that according to SLM there are different and similar sounds: those different are said to be easier to pronounce for Spanish speakers than the other, as it is the case of /æ/, considered a different vowel. Thus, the prediction for this study is that the participants of this study should have no problem pronouncing viral sentences from TikTok containing this vowel as it is considered a different sound and they have memorized it before due to their exposure to the social media. Apart from that, this paper aims to confirm if exposure to certain social media is actually beneficial for the acquisition of L2 (English) pronunciation through the production of a vowel that is not present in the participants' L1 (Spanish).

To answer these questions the participants will be recorded pronouncing two lists of sentences: first, a list of sentences created by the author and then another containing TikTok viral sentences; each sentence contains a word with the vowel /æ/. Later, these recordings will be judged by three native English speakers. Finally, considering the marks given by the judges, the results will be further discussed concerning the questions presented previously.

The participants are not only expected to pronounce /æ/ accurately in sentences that they recognize from TikTok but also to fail in those created by the author. Since /æ/ is not a vowel present in their L1, the accuracy of their pronunciation will depend on the input they have received, which is mostly from social media. The participants are expected to pronounce /æ/ like Spanish /a/ in the author's sentences since they will not have a memorized sound as a reference.



## **METHODOLOGY**

### **Participants**

This study's participants are divided into two groups: speakers and listeners. Speakers play an active role in this study since their different productions of the vowel /æ/ are the ones that the native listeners will be judging.

### **Speakers**

This group consists of five girls between 23 and 24 years old who have never studied or lived abroad in an English-speaking country and started to learn English at the age of 3 years old at school. The L1 of the participants are Spanish and Catalan, and they all speak English as L2. Their English level is between B1 and B2, and they have not continued with their English language instruction after high school. The only input that speakers have received since then has been through multimedia products, social media, and some spontaneous interactions with tourists during summer jobs. In addition, they all are exposed to 10-15 hours a week approximately of social media in which most of the content that they consume is created by native English speakers, and also all of them have said to be following accounts on social media dedicated to learning English language. These five participants answered a questionnaire (see **Appendix A**) featuring 10 questions about their experience learning ESL and their use of social media in relation to it, from which the information above has been extracted.

### **Listeners**

This group is formed by three female English-native speakers between 23 and 24 years old from the north of England: Lincoln, Leeds, and Birmingham. They have been living in Mallorca for 20 years, approximately, and have studied in Spanish schools. In addition, they went to university in Spain two of them obtaining a Bachelor's Degree in Primary School Education and the other in Advertising and Public Relations. Thus, two of them are teachers, a fact that may be significant concerning their criteria while assessing the speakers' pronunciation in comparison to the other girl's criteria. Apart from that, these three girls are also exposed to more than 10 hours a week of social media. Hence, they should be familiar with the sentences in List 2, which might result in the judges being stricter while judging List 2 since they are familiar with the original production of the sentences. Thus, they will have several expectations.

As seen in different phonetic studies, English-native speakers have taken part in order to judge the participants' pronunciation of different sounds (see Szpyra-Kozłowska, 2013; Koffi and Leasniak, 2019; Munro, 2021). This is also the case in this study, these three girls served as judges to determine whether the hypothesis presented in this study is true or not.

## **Data Collection**

The speakers were presented with two lists of 15 sentences each. Every sentence contains a word with the vowel /æ/, previously selected and extracted from viral audios of TikTok. Out of these 15 words, only 10 contain the selected vowel, mostly in stress position (*sad, facts, translation, fan, ambulance, understand, back, actually, bad, catch*); the other 5 served as distractors for the participants not to notice the focus of the study: *uniform, girls, butterfly, gorgeous, dream*. An essential point for the study was to see the difference in the production of /æ/ in memorized sentences and in random ones; that is why two lists of sentences using the words above were provided to the participants (see **Appendix B**). In List 1, the 15 sentences were created by the author using one selected word per sentence and List 2 features the original sentences from the viral audios of TikTok from where the selected words were extracted. The participants are expected to recognize the sentences from List 2 since they will know them by heart due to their high exposure to TikTok. In addition, the order in which the words are presented in List 1 is not the same as the one in List 2. Apart from that, data was also extracted from the questionnaire that the participants were asked to answer previously regarding their personal experiences with the acquisition of English and social media.

The listeners, who served as judges, were given the same lists that the speakers used but with the vowel of interest in bold. They listened to the different recordings from the speakers and were asked to evaluate the speakers' pronunciation in every word following the method explained in the following section.

## **Data Analysis**

Concerning the analysis of data, three native speakers of English served as judges rating the pronunciation of the vowel /æ/. They were presented with both lists used by the speakers with the vowel in which they had to focus in bold. They had a first reading to become familiar with the sentences and then individually listened to the recordings and evaluated the production of /æ/ of each speaker in every word. The recordings were given to them in different orders with the objective to create a counterbalance and avoid tiredness intervening in the judges' evaluation. This way Listener 1 listened to Speaker A, B, C, D, and finally E; Listener 2 listened to Speaker E, D, C, B, and A, and Listener 3 started with Speaker B, followed by D, A, and C. The judges assessed the speakers' pronunciation through a Linkert scale in which "participants are asked to show their level of agreement (from strongly disagree to strongly agree) with the given statement (items) on a metric scale" (Joshi et al 2015, 397); usually these type of scales go from 1 to 5 or from 1 to 7 as it is the case of the one used in this study giving space to a more detailed evaluation. Number 1 means that the production of the vowel /æ/ sounds foreign, and 7 means that it sounds native.

## **RESULTS**

The main results of this study are illustrated in **Figures 1** and **2**, which represent the means of the ratings given by the native English speakers who served as judges. The averages were calculated considering every mark of the 10 valid words pronounced in each list, the ones that contained the vowel of interest for this study. That is to say every speaker got two means, one for List 1 and another for List 2 (see **Figures 3** and **4**). The results show that there is a difference between lists since List 2 shows higher means than List 1.



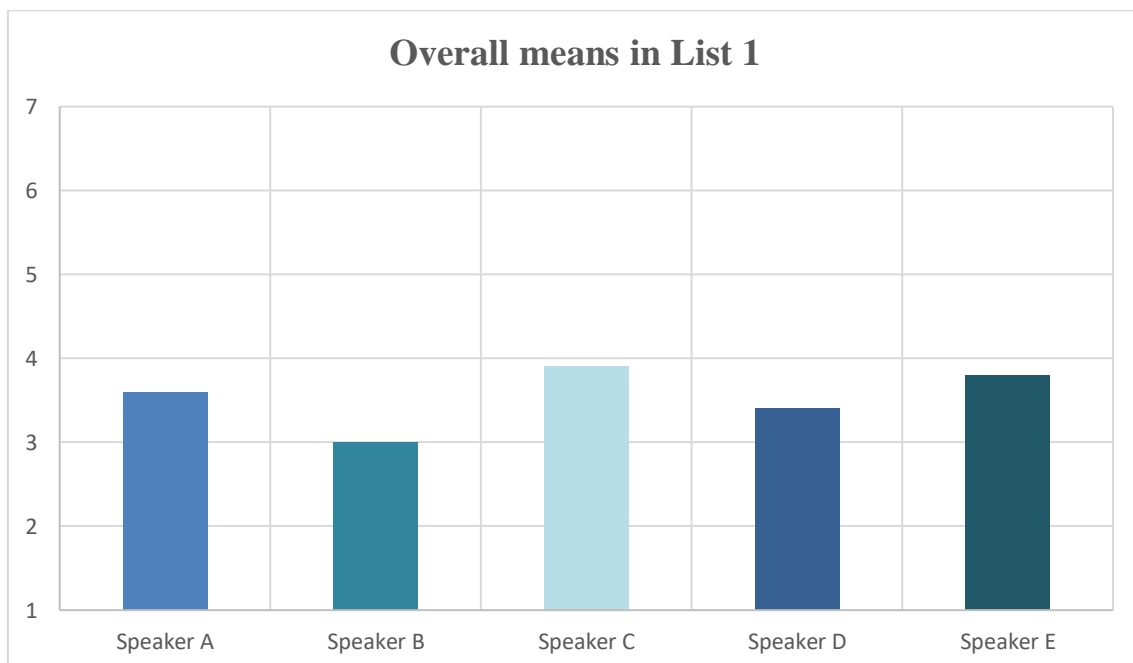
**Figure 1: Means of each speaker in List 1.**



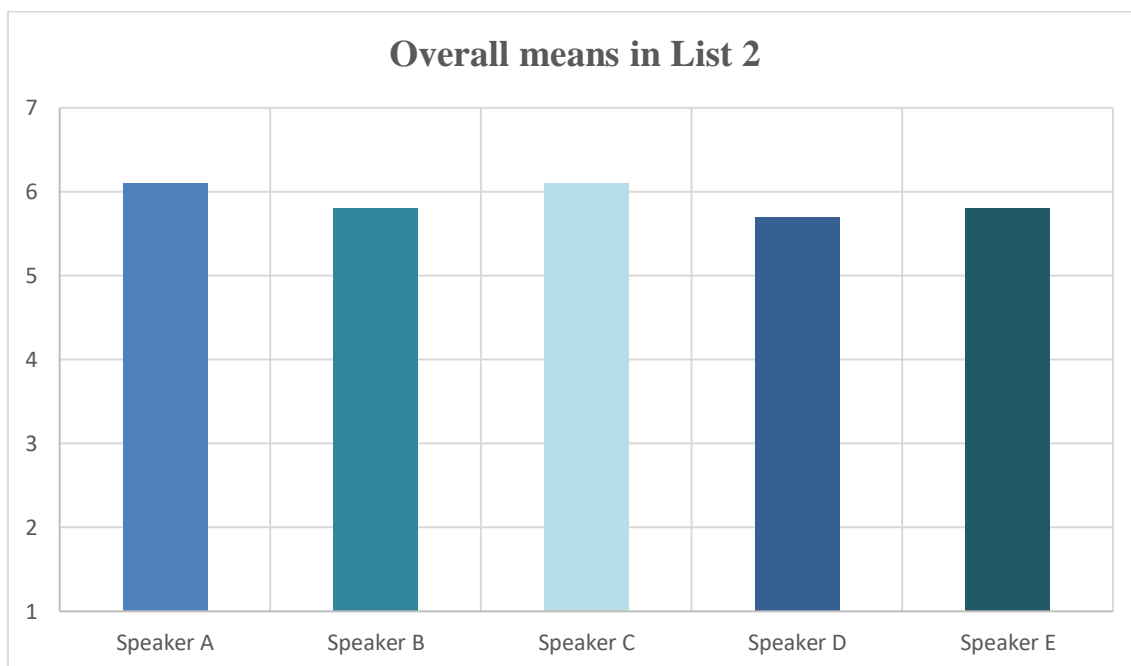
**Figure 2: Means of each speaker in List 2**

Considering both figures, it is noticeable that the ratings in Figure 2 are higher than those in Figure 1, which means go from 2,5 to a maximum of 4,3 out of 7 hence, below 4. While those in Figure 2 go from 4,8 to 6,4 out of 7. Thus, as expected, speakers

sound more native-like in the memorized sentences from TikTok. The average grades vary up to two points between the lists in all speakers (see **Figures 3 and 4**). The most notable change is that of Speaker B in Judge 1's average grades, which in the first list obtains 2.5 and in the second 5.4. The Speaker who less varies between lists is A. According to Judge 2's means, in the first list, she obtains 4,1 and in the second 6,4 only 0,6 points away from 7, the maximum grade. In addition, as commented above, the judges were stricter evaluating the audios from the second list since, as they also receive input from TikTok, they had expectations on the sentences presented. However, when they evaluated the audios from the first list, they were more benevolent as they are unfamiliar with the materials. Hence, they had no expectations. Furthermore, Judge 3 was the strictest judge, as expected. Judges 1 and 2, who are teachers, were more benevolent with their marks since they are more accustomed to listening to different and not-so-accurate pronunciations, unlike Judge 3.



**Figure 3: Overall means of Speaker in List 1.**

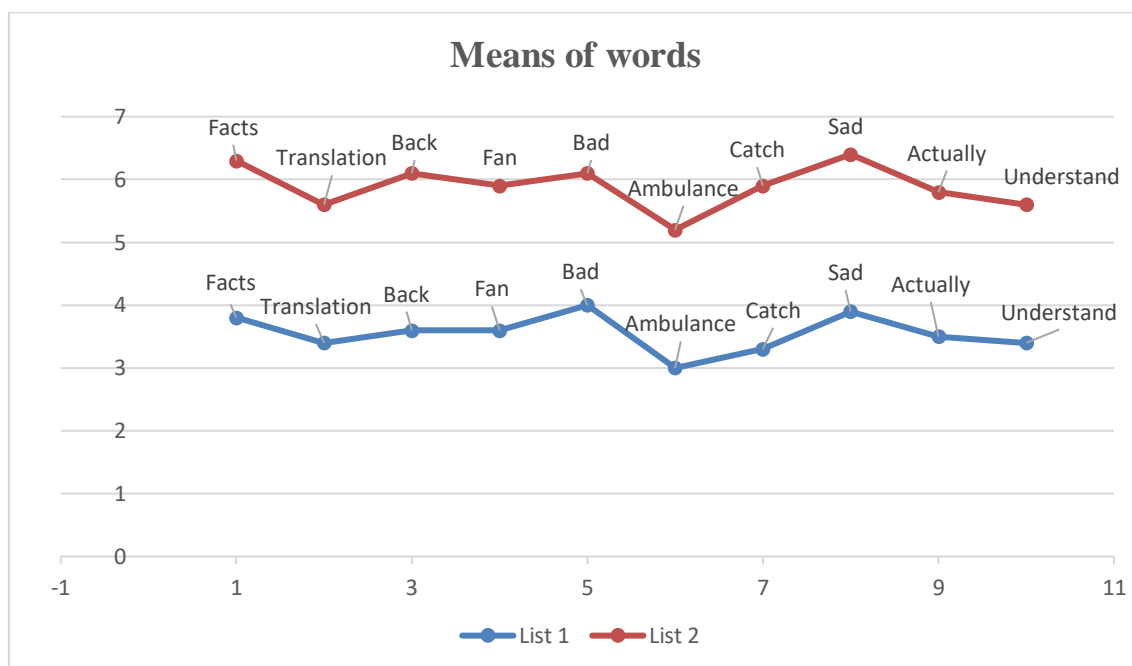


**Figure 4: Overall means of Speaker in List 2.**

As observed in **Figures 3 and 4**, Speaker C has the highest rate in both List 1 and 2; however, Speaker A has the same mean in List 2 as Speaker C, 6.1. According to what the participants answered in the questionnaire: Speaker C is used to interacting with native English speakers due to her job as a Sales Assistant in a luxury store, which gives meaning to the high mean on non-memorized words. At the same time, she is also the speaker who got the highest mean in List 2 together with Speaker A. They admitted to being the ones who spent the most time on social media out of all the participants: more than 20 hours a week. Consequently, the ones who were more exposed to the content selected for the study. Hence, Speaker C being the one who has the highest rates in both lists is both consistent and expected, considering that she is exposed to more than 20 hours of online native content and 20 more to interaction with native speakers due to her job. It can also be observed that the means of each speaker are different in List 1, while in List 2 Speakers A and C and B and E obtained the same mean which might be due to the expectations that the judges had in List 2 (see **Figures 3 and 4**).

With respect to the pronunciation of /æ/, there is a significant difference considering the context in which it is produced. In the first place, the vowel is better produced in the sentences from List 2 than in those in List 1 since speakers recognized the context of the sentences in List 2 but not in List 1. In the second place, as seen in

Figure 5, in List 1 /æ/ got the highest mean when pronounced in the words *bad*, *sad* and, *facts* while, in List 2 it was *sad*, *facts* and, *bad* in this order. The word that obtained the lowest mean was *ambulance* in both Lists 1 and 2.



**Figure 5: Means of every word in both lists.**

Considering **Figure 5**, it can be observed that both vertical bars are similar, almost parallel, even though they have some differences. One of them is the low mean for the word *translation* in List 2 considering the same word in List 1 or the slightly higher mean of *sad* in List 2 than in List 1 probably, due to the context in which it is produced. Overall, speakers had more difficulties with long words like *translation*, *ambulance*, or, *actually* than with short words like *bad*, *sad*, or *facts*. It also must be considered that both *ambulance* and *actually* have /æ/ in initial position while the shorter words have it in second position; they follow the same pattern. *Bad* and *Sad* are similar words; the only difference is the first consonant. *Facts* can also be considered similar to *bad* and *sad* since the vowel of interest is placed in second position after a consonant. The reasons for these results will be discussed in the next section.

Having a general look at the means, no production obtained neither a 7 nor a mark below 3 which was expected since the speakers' level of English is between a B1 and a

B2. Thus, they do not master the language but have a sufficient level to avoid making serious mistakes.

## **DISCUSSION**

The results show that the speakers' production of the vowel /æ/ sounds more native-like in memorized sentences. Speaker C received the highest mean in List 1 since she is accustomed to interacting with native English speakers due to her job as a Sales Assistant. Furthermore, she also got the highest mean in List 2, 6,1, together with Speaker A, as they both admitted to spending more than 20 hours a week on TikTok in the questionnaire. According to the SLM, L2 speech learning is a slow process and "requires a large amount of native-speaker input to be successful" (Flege 2003, 13), and "L2 segments can be produced only as accurate as they are perceived" (Flege 2003, 25). That is to say, considering Speakers' means in List 2, which are significantly high, the quality of the input that they have received through TikTok, and daily life, in the case of Speaker C, must be exceptional.

In List 2, Speakers A and C and B and E obtained the same means, respectively. A reason for these results might be that as speakers applied the MS unconsciously and memorized the sentences from TikTok's original audios, they fell into imitation. In addition, as the judges are also TikTok users, they are influenced by their expectations since they are familiar with the original audios from where the materials were extracted. Overall, speakers were more careful when pronouncing the sentences in List 1 since they were unfamiliar with them. Thus, their production of those sentences was more conscious in List 1 than in List 2, in which they felt more comfortable and confident. The same happened in Khamees's study, in which MS proved to improve learners' confidence when using the L2 after having memorized a series of sentences (Khamees 2016, 255). However, there is a lack of phonemic awareness as the participants were unaware of what they were phonetically producing (Stanovich 1986, 362) hence, the differences between lists. Regarding the process of memorization, de Groot and Keijzer argued that "the words that are the easiest to learn in the first place also left the more permanent traces in memory" (de Groot and Keijzer 2000, 23); which is crucial for this study as the results proved that the production of the vowel /æ/ in viral sentences extracted from TikTok obtained higher means than those placed in random sentences. Speakers enjoy spending



time on TikTok, and as proved in this study, as they do so, they learn unconsciously and effortlessly. Hence, according to the quote above, the input they receive from TikTok is more likely to have a more significant impact and stay longer in their memory than the one learned consciously by heart in formal instruction.

The SLM suggests that sounds considered similar tend to be more challenging to acquire than those considered different (Flege 1995, 243). In this study, the production of the English vowel /æ/ has been analyzed, which is not present in the participants' L1 phonetic system. This vowel is considered different, and it was expected to be easy for the speakers to produce. In addition, they have the advantage of speaking both Spanish and Catalan and hence, having a richer phonetic system than monolingual learners. As observed in the results, the longer words obtained the lowest means: *translation*, *understand*, *actually*, and *ambulance*. That is to say, they were the hardest to pronounce for the speakers, and the words in which the vowel of interest was produced less native-like. However, the shorter words obtained the highest means: *facts*, *bad* and *sad*. Considering the long and short words, those that are produced almost native-like are not only shorter but the vowel of interest is also placed in second position preceded by a consonant, they follow the same pattern. In addition *bad* and *sad* are composed of the same phonemes with the exception of the initial consonant. In these words, the vowel /æ/ is introduced by the previous articulation of a consonant. On the contrary, in two of the longer words: *actually* and *ambulance*, the vowel of interest is placed in first position without any previous introduction if produced in isolation. On top of that, it has to be considered the word frequency, which refers to “the differences between words in how often they occur in language comprehension and production” (de Groot and Keijzer 2000, 3). The shorter words like *sad* or *bad* are used by the speakers more frequently than the longer ones like *ambulance*. Reinforcing this way, the importance of input implied by the SLM. It can be concluded that the differences in the production of the vowel are due to not only word frequency and the input received but also to articulatory concerns. Hence, the speakers not only did not show phonetic awareness but they also failed to complete the process of category assimilation as in List 1, the vowel /æ/ tended to be produced as Spanish /a/ unless they had a previous model or context as in List 2 in which almost all of speakers successfully achieved to produce /æ/ almost native-like.

The questionnaire provided to the speakers before starting the study has proven to be of great help for the analysis of the results obtained (see **Appendix A**). Regarding the first question, all of the speakers started to learn English between the ages of 0 and 3 years old which is crucial since one of the most important factors for the acquisition of a foreign language is the age of learning (AOL) as “the degree of perceived foreign accent increases with AOL up to early adulthood” (Flege, Munro, and MacKay 1995, 2). In addition, 3 of the participants shared that the place in which they think they have learned the most English is in social media and the other 2 said it was through music, TV and cinema. Moving to the questions related to their use of social media they all answered that TikTok was their most used one and that the content they consume the most is: fashion, lifestyle and humor, in this order. Hence, daily life content which might be helpful for them in a future situation. Regarding how much time they spend on TikTok 2 of the speakers, A and C, marked more than 20 hours a week and the rest marked from 10 to 15. They all think that their knowledge of English has improved and that their exposure to English language has increased by the use of TikTok. Additionally, all the speakers admitted that most of the content they consume on TikTok is in English which again, reinforce the idea presented in the SLM based on the importance of the quality of the input. Considering these results, the speakers of this study receive from 10 to 20 or more hours of input weekly and in the case of Speaker C who is used to spontaneous interactions with native speakers due to her job, more than 40 hours a week. On top of that, social media has emerged as an innovative tool for SLA due to its accessibility, anonymity [which allows students to freely make mistakes] and autonomy (Arfiandhani 2019, 86). Hence, even though they do not show phonemic awareness, they tend to draw upon their memory to achieve an almost native-like pronunciation, always that it is possible, as in the case of the sentences in List 2.

## **CONCLUSION**

The conclusion that can be drawn from this study is that social media and memory can play a significant role in the acquisition of L2 segments. MS is the most popular learning strategy used by students (Khamees 2003, 250) and has proven to be beneficial for speech learning. However, the speakers of this study have not shown any trace of phonemic awareness or category assimilation since they only produced the vowel of interest, /æ/,

correctly in a familiar and memorized context. Answering the hypothesis presented at the beginning of this study, despite /æ/ being a different vowel, according to SLM, speakers had difficulties producing it in an unfamiliar context. Notwithstanding, they successfully produced it on the memorized sentences from TikTok. That is to say, as SLM implies, the quality and quantity of the input received are essential for the later production (Flege 2003, 25). Considering the results, the speaker who got the highest mean in both lists, Speaker C, is also the one who receives the most quantity of native phonological input from both daily life and social media. Although she got the highest mean in List 1, it does not mean that her production of /æ/ was native-like since the mark given to her in that list did not even get to the midpoint of the scale. Word frequency has been a key factor to analyze the results as the words in which the vowel is produced also influence its production. The more frequently the vowel is used by the speakers the more accurate the production will be. Finally, the role of social media as a learning and teaching tool has proven to be not only useful but also successful in this study. Social media, especially TikTok, enables students to increase their exposure to English unconsciously, to have autonomy in their learning process, to freely make mistakes, and to learn in a non-traditional appealing way.

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## **APPENDICES**

### **Appendix A**

#### **Questionnaire:**

1. How old were you when you started to learn English?
  - a. between 0-3 years old
  - b. between 6-12 years old
  - c. from 12 onwards.
2. Where do you think that you have learned more English?
  - a. School
  - b. Academy
  - c. Social Media/Internet
3. What kind of content do you consume on social media? Select as many as it applies.
  - a. Travelling
  - b. Fashion
  - c. Lifestyle
  - d. Sports
  - e. Music
  - f. Humor
4. Select the social media in which you spend the most time.
  - a. Instagram
  - b. Twitter
  - c. TikTok
  - d. Facebook
  - e. Youtube
  - f. Snapchat
5. How many hours a week do you spent on social media?
  - a. 5 to 8
  - b. 8 to 10
  - c. 10 to 15
  - d. more than 20
6. Is the content that you consume on TikTok mostly in English?
  - a. Yes.

- b. No
7. Do you think that your exposure to English has increased due to TikTok?
- a. Yes
- b. No
8. Is the content that you consume on TikTok mostly in English?
- a. Yes
- b. No
9. Do you often watch movies and TV series in English?
- a. Yes
- b. No
10. Have you seen an increase/improvement in your vocabulary and pronunciation after having been exposed to certain content on TikTok?
- a. Yes
- b. No
11. Do you follow on social media any profile related to teaching English? (Profiles that give tips on pronunciation, vocabulary...)
- a. Yes
- b. No

## Appendix B

### LIST 1:

1. 20 **facts** you didn't know about England.
2. This is the worst **translation** ever, they should revise it.
3. We are going **back** home after four months travelling the world.
4. My sister loves One Direction, she is their biggest **fan**.
5. His new song is so **bad**... I prefer the old ones.
6. The **ambaulance** has been broken for the past two weeks.
7. I didn't want to **cach** a cold so I brought a coat.
8. The current situation is quite **sad**.
9. My school's new uniform is pretty cool.
10. Yesterday I saw a pink and blue butterfly.
11. I **actually** told her that she shouldn't trust him.

12. The girls in my class are nice but we're not friends.
13. Her new house has a big kitchen and a gorgeous garden!
14. Mary has the weirdest dreams.
15. I don't **understand** it, can you explain it to me?

### LIST 2:

1. Am I a Nicki **fan**? Pull up in the Sri Lanka WHAT
2. Gorgeous, gorgeous girls
3. Maybe we got lost in **translation**.
4. Butterfly in the sky I can go twice as high.
5. How it does feel to live my dream?
6. She woke up and decided to speak nothing but **facts**.
7. Call an **ambulance** but not for me.
8. No, I don't think you **understand** I'm obsessed
9. Don't be **sad** go get a tattoo.
10. The girls that get it, get it
11. It is so **bad**, I want to give you are zero.
12. This year **catch** flights not feelings.
13. Yeah, I **actually** did it myself.
14. We are never ever getting **back** together.
15. And why aren't you in your uniform?

## Appendix C

### List 1 ratings

	SPEAKER			SPEAKER			SPEAKER			SPEAKER			SPEAKER		
	A	B	C	D	E	F	G	H	I	J	K	L	M	N	
Facts	3	5	5	2	5	3	2	5	5	3	4	2	5	4	4
Translation	5	4	5	4	2	2	5	2	4	3	3	3	4	2	3
Back	2	5	4	2	5	4	5	4	2	3	5	2	4	4	4
Fan	4	5	2	2	4	3	3	4	5	2	4	4	6	3	4
Bad	4	5	5	3	4	2	5	3	4	5	3	3	5	4	5
Ambulance	3	3	3	1	2	4	4	5	3	2	3	2	3	4	3
Catch	2	3	4	2	5	3	3	3	3	2	5	4	4	3	4



Sad	4	3	3	2	4	2	5	4	5	3	5	5	5	4	5
Actually	3	4	3	2	4	4	4	5	4	4	5	3	3	3	2
Understand	4	4	1	5	3	2	2	4	5	3	4	3	4	4	3

**List 2 ratings**

	SPEAKER A			SPEAKER B			SPEAKER C			SPEAKER D			SPEAKER E		
Facts	7	7	7	5	7	5	7	7	7	6	6	5	7	6	6
Translation	6	5	6	6	6	6	6	5	7	6	5	5	5	5	5
Back	7	7	7	5	6	5	6	7	6	6	7	4	6	7	6
Fan	6	6	6	6	6	6	7	5	7	5	6	6	7	5	5
Bad	7	6	7	5	7	5	5	7	6	7	6	5	6	6	7
Ambulance	6	6	6	5	5	5	6	6	5	6	5	4	5	5	4
Catch	5	6	5	5	7	6	6	6	6	6	6	6	7	6	6
Sad	6	7	6	6	6	6	7	6	7	6	6	7	7	6	7
Actually	5	7	5	5	7	7	6	5	5	7	7	5	6	7	4
Understand	6	4	6	6	6	6	6	6	6	5	7	5	6	5	5