

Enhancing University Students' Arabic Language Skills Through Social Media: A Case Study of TikTok

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Abstract—This research explores TikTok's role in improving Arabic proficiency among students at the American University of Ras Al Khaimah. Findings indicate that TikTok enhances Arabic language skills, particularly in pronunciation, vocabulary, and engagement across speaking, writing, listening, and reading. This study employed a descriptive-analytical methodology, utilizing both quantitative and qualitative data collection and analysis to reach precise scientific conclusions. A random sample of 66 students from the American University of Ras Al Khaimah, representing various majors and academic levels, was selected. The research process involved the administration of a questionnaire, followed by in-depth interviews with 10 students to gain more profound insights. Data analysis was conducted using descriptive statistics, including frequencies and percentages, along with inferential analysis through the T-test to examine individual differences. Though both genders benefited overall, males reported slightly higher satisfaction. The study suggests that TikTok's blend of interactive education and entertainment raises motivation and maintains students' attention longer. It proposes TikTok as a complementary tool for traditional curricula, bridging digital and conventional methods to foster a more dynamic and satisfactory learning experience, advocating social media integration to boost language development.

Index Terms—Arabic language skills, social media, TikTok, academic performance, language learning

I. INTRODUCTION

The Arabic language forms an integral part of cultural and intellectual Arabic heritage. It is a means of communication that has deep historical roots and rich literary traditions. Moreover, Arabic is a profound symbol of identity, history, and religious significance, especially amongst Muslims due to its association with the Quran. With the passage of time, all languages undergo transformations, adapting due to profound sociopolitical shifts and global and technological advancements. In the 21st century, the impact of technology and social media on languages has been profound, thus making the preservation and evolution of the Arabic language an important issue.

The emergence of digital platforms has posed numerous challenges and opportunities for the Arabic language. In this respect, social media platforms allow Arabic speakers to freely participate in debates, share opinions, and express themselves in their dialects or preferred linguistic styles. The expansion of blogs, online videos, and podcasts in the Arabic language has greatly contributed to making the language accessible to the younger generations. Moreover, the use of Arabic in AI, search engines, and translation enables technology tools to further promote their use in Arab regions.

However, the advancement of technology has also fueled the emergence of new linguistic phenomena such as the "Arabizi" (a blend of Arabic words spelled using Latin letters and numbers), along with the informal dialects that are digitally taking over Arabic and Modern Standard Arabic (MSA). While these phenomena exemplify the flexibility and adaptation of Arabic in today's world, they are also troubling in terms of the erosion of formal MSA literacy among the youth. This has resulted in many of the educators and researchers addressing the issue of how to somehow control the Arabic modernization while protecting its grammar and rhetoric.

Even with these issues, social media and technology are reinventing the Arabic language in many positive ways. Arabic courses on online learning sites and language learning applications are now available to students all over the world. Besides, campaigns for the promotion of Arabic literacy and social movements for the advocacy of classical Arabic in public communication are on the rise, showing increasing enthusiasm for the use of classical Arabic in public discourse and demonstrating a growing awareness of linguistic preservation.

In addition, the capacity of Arabic speakers to socialize beyond geographical limits on digital networks has promoted an aspect of cultural and linguistic interchange.

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A. Research Problem

The challenge of developing successful teaching strategies that foster deeper understanding and result in excellent academic performance from students is the most prevalent issue facing traditional educational institutions. Such challenges are evident in teaching foreign languages, as teachers often experience difficulties in making educational materials equally interesting and effective for all students. This brings us to the central question: to what extent may digital tools and interactive applications improve students' proficiency in learning the Arabic language? TikTok is widely used by the youth of today, thus making it a very beneficial platform to gain the attention of students through short videos and interactive content and motivate them to learn things in new ways. Despite the widespread application of TikTok across different fields, little research has been done on the impact of TikTok on students' academic performance, particularly in the context of Arabic language courses. Thus, this study aims to find out how effective TikTok is as an educational tool to improve the proficiency of students at the American University in Ras Al Khaimah in the Arabic language.

At the beginning stage, Arabic learners face problems in understanding and mastering the grammar, spelling, and various other language skills related to pronunciation or listening. Therefore, due to the diversity of the dialects in Arabic and the deficiency in active traditional educational resources that fit the needs of the modern learner, students find it difficult to discover an effective and entertaining way of learning.

Moreover, students feel demotivated due to the dominance of other languages in the job market, such as English. In relation to this, there is a need to explore innovative methods of teaching compatible with modern technology, such as TikTok, which could support language learning by combining entertainment with education and immediate feedback.

B. Research Aims

This study aims to investigate how employing TikTok as a teaching tool can help native-speaking university students improve their Arabic language proficiency, with an emphasis on various facets of the learning process. By offering a scientific analysis of the outcomes of using TikTok, the study aims to find out how the educational content on the said platform helps students improve their Arabic language skills, evaluate how well it balances entertainment and education, look at how it affects students' fluency and confidence when speaking the language, assess how it helps students become more motivated, and compare the learning outcomes of male and female students.

C. Research Importance

This research can create a very important discourse around Arabic language teaching using modern technologies. By augmenting support for other areas, such as scientific reasoning on the use of TikTok, this study provides important scientific evidence in this area. More specifically, it provides an insight into the role of social media platforms, especially TikTok, in supporting the development of students' Arabic language skills. The study's findings on these entertaining platforms may set the stage for blending fun with learning. It also provides insight into how social media usage through platforms such as TikTok can impact students' language fluency and confidence in communication, thereby informing educators on its potential for adoption. In addition, it highlights how TikTok can be employed as a motivational tool for students. Finally, this study addresses the question of whether there are indeed any disparities existent in the results on TikTok related to gender, which would inform more equitable approaches using social media to advance language learning.

Technology is now a necessary and essential component of daily life, improving many aspects of it, including education. In this respect, increased usage of the internet and wide usage of social media apps have opened possibilities to develop educational processes and seek novel ways of teaching that would satisfy the needs of new generations (Albantani, 2019). Among the youth all over the world, TikTok is one of the most interactive applications. It attracts attention due to its short and diverse videos. This research measures the efficiency of the TikTok application in building the competencies of non-Arabic-speaking students in the Arabic language course at the American University in Ras Al Khaimah. It also aims at investigating the rise in academic performance through the use of TikTok, as this enables motivation among students and facilitates more interaction among the students and teachers. Traditional teaching methods are often burdened with their drawbacks of being low in terms of interactivity and retention of students' attention, let alone meeting the diverse learning needs. That is where apps like TikTok come into place to enhance learning quality. With TikTok, educators can create short educational videos for specific concepts or lessons that help retain better understanding among students regarding any particular subject (Carrera, 2023).

D. Background of the Study

During the last couple of years, tremendous development and advancement in information and communication technology have increased, bringing digital methods that have utterly changed the relation of humans to one another and to the world. Among them are the social media applications, which nowadays have become an essential part of any youngster's life. These applications have ceased to be limited to social interaction. They have grown into powerful tools whose uses for educational purposes can be innovative and effective. Interactive applications, like TikTok, improve student involvement, thus enhancing their ability of information absorption. With its interactive and flexible nature, TikTok opens huge opportunities for educational content development in a totally different way. Since the applications of social media have turned into an inseparable part of the lives of young people, educational institutions should seek innovative ways to use such platforms within learning strategies.

TikTok launched in September 2016 and immediately joined the league of most downloaded applications around the globe, especially among the world's youth. The nature of TikTok is such that it can provide short but personalized videos on a wide variety of themes. For this reason, it has transformed from an entertainment platform to an effective inspirational educational tool (Wulandari, 2019).

In this regard, it would be highly relevant to elaborate on developing interactive teaching methods that would meet the needs of students. Traditional education has at least two of the following serious drawbacks: it is not interactive enough, and students can hardly be kept attentive. Technologies, particularly beyond applications like TikTok, have enormous potential for addressing these challenges in an effort to offer alternative ways of upgrading educational quality. Teachers are able to create short videos explaining certain lessons or ideas with the use of TikTok, thus rendering learning more entertaining and creative. Moreover, students will have an opportunity to watch these videos at any time and place, thus increasing chances of continuous learning and interaction with the educational content.

E. Research Limits

The sample, which was comprised of 66 students of various majors and academic levels studying at the American University of Ras Al Khaimah (AURAK) during the 2023–2024 academic year, determined the study's findings. Along with the theoretical framework, research aims, hypotheses, and statistical techniques employed to evaluate the data, the research instruments, such as surveys and in-depth interviews, also have an impact on the findings. Additionally, the study does not compare TikTok to other educational platforms. Instead, it just examines the platform's contribution to improving Arabic language proficiency.

II. LITERATURE REVIEW

A. Theoretical Framework and Previous Studies

In recent years, language learning methods have experienced a major transformation with the use of social media as educational tools. TikTok, one of the most popular platforms among youth, has proven to be effective in improving language skills like speaking, writing, and pronunciation, even though research on its use for teaching Arabic is still limited. Darwish (2019) stresses that social media offers unprecedented opportunities for educational interaction. The study shows that incorporating social media into education can motivate students to engage more in educational activities, especially when integrated with traditional tools. In Arabic language teaching, teachers can utilize these platforms to present content in innovative ways, making it easier for students to grasp new concepts. Rani et al. (2023) also confirm that social media platforms provide a flexible and interactive learning environment that facilitates continuous interaction with educational content, significantly enhancing student engagement when used strategically and in balance with traditional methods.

(a). Enhancing Interaction and Motivation

Several studies show that TikTok significantly boosts student interaction and motivation to learn. Fitria (2023) found that using TikTok as a tool for learning pronunciation had a considerable effect on motivating students and engaging them in the learning process. Siregar et al. (2023) observed that the short and engaging videos offered by TikTok help attract students' attention, making it easier to learn vocabulary and grammar in a simplified way. This method provides an innovative solution to traditional challenges in language learning, such as boredom and lack of motivation.

(b). Improving Speaking and Pronunciation Skills

Improving speaking and pronunciation is one of the main benefits of using TikTok in language learning. Safila (2023) highlights that TikTok provides an interactive environment that allows students to practice language and pronunciation regularly, leading to notable improvements in their speaking abilities. The platform offers interactive exercises that help students apply the phonological rules they learn in a practical and engaging way. Furthermore, Chuah and Ch'ng (2023) emphasize that voice-over challenges on TikTok are an effective way to improve speaking and pronunciation skills. They found that students who participated in these challenges became more confident in their use of English, with better intonation and enhanced phonetics. Based on these findings, it can be assumed that using the same techniques in teaching Arabic may have a similar positive impact.

(c). Enhancing Writing and Expression Skills

In addition to improving speaking skills, TikTok can play a crucial role in enhancing writing skills. Hidayati (2022) shows that the students who used TikTok to write descriptive texts showed significant improvement in writing skills. The study highlighted the way students developed creativity in expressing themselves through the platform, allowing for short and interactive written content. The same approach could be applied to Arabic, encouraging students to write short texts and present them via TikTok, enhancing their written communication skills.

(d). General Language Skills Development

According to research like that of Levin and Opsahl (2022), TikTok can assist students in improving their general language skills, especially speaking, by improving their vocabulary and pronunciation while also expanding their language knowledge. The study confirmed that students continuously exposed to linguistic content through social media,

like TikTok, became more familiar with the language and are more capable of using their language skills in everyday contexts.

(e). Integrating Digital Tools in Traditional Education

To maximize the benefits of TikTok and other social media platforms, researchers recommend integrating these tools with traditional teaching methods. Darwish (2019) states that most Arab media colleges do not have specific programs in social media and seldom integrate social media courses into their curriculum. While the demand within the industry is there, the dominance of traditional teaching methods means that the students are not prepared when seeking jobs in social media. The study recommended the integration of building specific courses concerning ethics, skills, and career preparation in social media and integrating them into existing media curricula as a way forward.

(f). Opportunities and Challenges in Using TikTok

Despite the significant benefits of using TikTok in education, certain challenges must be addressed. Rain et al. (2023) identified some challenges, such as the need for a stable internet connection and the occasional lack of high-quality educational content. However, with the provision of targeted educational resources and teacher training in technology use, TikTok could reach its full potential as an effective educational tool. The relevant literature reveals that TikTok is an innovative tool that can enhance Arabic language learning for non-native speakers. Whether by improving speaking, writing, pronunciation, or vocabulary skills, the platform offers unlimited opportunities for continuous, interactive learning. The challenges associated with TikTok's use in education can be overcome through proper planning and teacher training. Thus, TikTok is a promising addition to modern education, helping improve the learning experience and increase student motivation as well as their abilities, especially when it comes to their speaking skills. (Damayanti et al., 2024).

(g). Review of Previous Studies

Many previous studies have examined the impact of TikTok on language learning, including improving speaking and pronunciation skills, enhancing student interaction, and increasing motivation to learn. For example, Fitria (2023) found that TikTok enhances pronunciation skills by providing an engaging visual learning environment that helps students improve their language skills interactively. Similarly, Hidayati (2022) showed that using TikTok to improve writing skills positively affected student motivation and interest in writing. While these studies highlight TikTok's role in improving various language skills, most have focused on English language learning or were conducted in different cultural contexts, such as those of Indonesia and Malaysia. Some studies, like those by Safila (2023) and Chuah and Ch'ng (2023), focused on preuniversity students or informal educational settings.

B. Comparison Between the Current Study and Previous Studies

This research here is based on an in-depth study concerning a sample of 66 students from the American University of Ras Al Khaimah, with the aim of exploring the influence that TikTok has on Arabic language acquisition in a university setting. The current study is different from previous studies in many aspects. For example, while most previous studies focused on school students or informal learners, this research targets university students, who generally have a greater amount of independence and are further along in their understanding of the process of learning. This in itself could place a spin on the findings, especially regarding how effective using TikTok as an educational tool would be for this population.

Yet another difference is that several of the previous studies focused on learning English as a second language, while this study will focus on learning Arabic as a first language, thus filling up the gap in the literature on the use of social media in general, and TikTok in particular, in Arabic teaching. The educational context also differs from this study, being carried out in a formal university context, where findings could be more applicable to teaching strategies in higher education institutions in contrast to other studies that appraised informal educational settings or secondary school students.

Another key difference is interactivity and engagement, as this research expects to prove how TikTok encourages interaction among university students, fostering the use of Arabic in real-world contexts. Earlier studies like Dinia et al. (2024) found that combining educational with entertainment content enhanced students' engagement and encouraged active participation, which is this research's expectation to reconfirm.

This research finally attempts to assess academic performance in terms of TikTok, providing a deep analysis of how the platform affects skills including speaking, writing, and vocabulary itself. Most previous research is rather insistent on achieving the shift from pronunciation or speaking alone. Thus, it offers a wider lens aimed at achieving success in the academic domain within a university setting.

III. METHODOLOGY

A. Research Questions

By addressing the following questions, the research seeks to provide scientific insights into the potential of integrating modern technology into education and offer recommendations to improve teaching strategies using interactive social applications.

1. To what extent does the educational content on TikTok contribute to the development of skills in Arabic among students?

2. To what extent does TikTok provide an appropriate blend between entertainment and fun with learning?
3. To what extent does the use of TikTok affect enhancing the fluency of students in speaking Arabic and increasing their confidence in speaking?
4. Does integrating fun into learning through TikTok increase motivation in students to use TikTok as a learning tool?
5. Are there significant statistical differences between males' and females' performance regarding their use of the TikTok application for learning Arabic?

B. Research Hypotheses

The study sets forth a number of hypotheses regarding TikTok's utility in teaching the Arabic language. In this respect, it hypothesizes that greater reinforcement of TikTok's educational content will enable students to develop Arabic language skills more easily. Furthermore, TikTok is expected to achieve a good blend of entertainment with the informative aspect of developing student participation. The use of TikTok is expected to help students become more conversational in Arabic and become more proficient in their confidence in presenting orally. Moreover, TikTok's fun element may turn students on to using the tool to learn. Another hypothesis is that male and female students' performances and outcomes while using TikTok to learn Arabic differ statistically significantly from each other. Finally, the study will also look at whether TikTok's effectiveness in learning Arabic relates to factors such as age, previous language knowledge, and digital literacy variability.

C. Research Objectives

This study aims to explore the impact of using TikTok as an educational tool in improving Arabic language skills among native-speaking university students, focusing on several aspects of the educational process. By providing a scientific analysis of the results from using TikTok, the study seeks to achieve the following objectives:

1. Investigate the aspect at which TikTok educational content helps students develop their Arabic language skills.
2. Unravel the effectiveness of TikTok in striking a balance between entertainment and learning.
3. Assess the impact of the use of TikTok on students in terms of fluency and confidence in speaking Arabic.
4. Discover if embedding enjoyable learning experiences through TikTok increases students' motivation to use it as a learning tool.
5. Compare differences in the outcomes of Arabic learning using TikTok between male and female students.
6. Present tangible findings on how modern interactive applications like TikTok can be used innovatively to support the educational process and develop new teaching strategies that meet the evolving needs of students.

D. Research Design

This study followed an analytic-descriptive research design, focusing on the impact of using TikTok as an educational tool to improve Arabic language skills among Arabic-speaking university students. The approach relied on describing and analyzing educational phenomena through the collection and analysis of both quantitative and qualitative data to derive scientific conclusions reflecting relationships between variables.

E. Participants

The target population for the study comprises all undergraduate university students who have been regularly exposed to TikTok. Besides, the sample consisted of 66 students from different disciplines, covering a balanced mix of gender, age groups, and several hours of TikTok usage per day. The diverse selection ensures that the sample will be representative of the population under study.

F. Data Collection Tools

Data collection tools included a detailed set of questionnaires, both closed and open-ended, aimed at assessing the impact of TikTok on different Arabic language skills. The questionnaire consisted of several sections, including how educational content on TikTok furthers the development of speaking, reading, writing, and general understanding of the Arabic language among the students; the balance between entertainment and learning on TikTok; how TikTok usage has increased their fluency and confidence to speak Arabic; how integrating fun into learning has boosted students' motivation to use TikTok as a learning tool; and whether there are statistically significant differences between male and female students regarding their TikTok use as a learning avenue in Arabic. In addition, there were detailed personal interview sessions with 10 selected students to clarify their opinions about using TikTok as a learning tool. These interviews sought to explore challenges that are hard or impossible to unearth from the questionnaire alone and provide much deeper insights into student experiences.

G. Data Collection Procedures

The procedures of data collection consisted of the analysis that took account of the descriptive and inferential statistics. Descriptive frequency tables and percentage distributions were produced for demographic information and for TikTok usage among the sample students. In addition, means and standard deviations were conducted as assessments of the students' responses on their self-development of Arabic language skills and educational interactive skills. The inferential included such statistical tests as T-tests in detecting gender differences due to TikTok's impact on the improvement of

linguistic skills, while ANOVA tested the differences in the effect of TikTok based on the number of hours students use the app in a day. The independent variable is TikTok use as an educational tool focused on the development of Arabic language skills, while the dependent variables are improvement in pronunciation, vocabulary, grammar, writing, level of educational interaction, and satisfaction with the learning experience. Control variables in the study that could provide a premise for bias include gender, age, and daily number of hours of TikTok use. The study also experienced challenges. Geographically, it targeted students at the American University of Ras Al Khaimah. The study involved making observations during the 2023–2024 academic year, a period of one year. The sample comprised 66 students, which may be too small an estimate upon which generalizations can be centered on wider population estimates.

IV. RESULTS AND DISCUSSION

A. Findings Aligned With Research Questions

Research Question 1: To what extent does educational content on TikTok help enhance students' Arabic language skills?

In answering the above question, arithmetic means for each of the scale items are measured based on the domain that they measure. In Table 1, the mean score exceeding three refers to the extent to which educational content on TikTok helps enhance students' Arabic language skills. The findings for this question are in the tables below:

TABLE 1
EXTENT TO WHICH EDUCATIONAL CONTENT ON TIKTOK HELPS ENHANCE STUDENTS' ARABIC LANGUAGE SKILLS

Dimension Number	Dimension Name	Mean Score	Standard Deviation	Rank
1	Pronunciation	3.97	1.05	4
2	Grammar	3.76	1.12	5
3	Vocabulary	4.03	1.01	2
4	Listening	4.36	0.816	1
5	Reading	3.67	1.20	6
6	Writing	3.12	1.13	8
7	Speaking	3.98	1.00	3
8	Spelling	3.35	1.14	7

As can be realized from Table 1, the statistical averages vary between 4.36 and 3.12, the highest being that of listening at 4.36 and then vocabulary at 4.03. Speaking followed in the third position, with an average of 3.98, then pronunciation attained the fourth position with an average of 3.97. Grammar was in fifth place with an average of 3.76. Reading came in sixth with an average of 3.67, spelling ranked seventh with an average of 3.35, and writing ranked eighth with an average of 3.12. All dimensions were above the average score of 3, indicating the effectiveness of TikTok's educational content in enhancing university students' Arabic language skills.

Research Question 2: To what extent does TikTok provide a mix of fun and entertainment with learning?

To answer this question, the means for each item were calculated, considering that every mean above 3 indicates the extent to which TikTok contributes to a blend of fun and entertainment with learning. The results for this question are presented in the following tables:

TABLE 2
MEANS AND STANDARD DEVIATIONS FOR TIKTOK'S CONTRIBUTION TO PROVIDING A MIX OF FUN AND ENTERTAINMENT WITH LEARNING

Statement	Count	Mean	Standard Deviation
To what extent does TikTok provide a mix of fun and entertainment with learning?	66	3.91	1.04

Table 2 shows that the mean score of 3.91 is above average, indicating that TikTok provides a mix of entertainment and fun with learning.

Research Question 3: How does the use of TikTok impact students' ability to speak spontaneously in Arabic, and does it increase their confidence while speaking?

Question three was answered by analyzing the following averages and standard deviations shown in Table 3:

TABLE 3
AVERAGES AND STANDARD DEVIATIONS OF THE APPLICATION OF TIKTOK ON EXPRESSING ONESELF SPONTANEOUSLY AND CONFIDENTLY

No	Statement	Count	Mean	Standard Deviation
1	I feel that TikTok enhances my ability to speak in Arabic fluently.	66	3.55	1.07
2	I feel that using TikTok increases my confidence when speaking Arabic.	66	3.56	1.13

From Table 3, it is evident that the mean responses ranged between 3.55 and 3.56 for the two items, respectively, with all averages exceeding the value of 3. This result indicates the effectiveness of TikTok in enhancing students' fluency in speaking Arabic and boosting students' self-confidence while speaking.

Research Question 4: Does integrating entertainment with learning through TikTok increase students' motivation to use it as an educational tool?

To answer this question, the researcher calculated the means and standard deviations of students' responses, as shown in Table 4.

TABLE 4
MEANS AND STANDARDS OF DEVIATION OF STUDENTS' RESPONSES

Statement	Count	Mean	Standard Deviation
TikTok content integrates entertainment and learning in a way that keeps me motivated.	66	3.76	1.19

It is evident from Table 4 that the mean responses reached 3.76, which exceeds the value of 3. This indicates that integrating entertainment with learning through TikTok increases students' motivation to use it as an educational tool.

Research Question 5: Are there any statistically significant differences between male and female performance in using TikTok for Arabic language learning?

To test this hypothesis, the researcher used a t-test to determine if there are differences between males and females in using TikTok for learning Arabic, as shown in Table 5:

TABLE 5
STATISTICAL SIGNIFICANCE OF THE MEANS, STANDARD DEVIATIONS, AND T-VALUE FOR DIFFERENCES BETWEEN MALE AND FEMALE WHEN USING TIKTOK FOR ARABIC LANGUAGE LEARNING

Dimensions	Measure	Count	Mean	Standard Deviation	T-Value	Degrees of Freedom	Significance Level
Total Score	Males	37	3.49	1.38	0.554	64	Not Significant
	Females	29	3.69	1.36			

It is evident from Table 5 that there are no statistically significant differences between males and females in using the TikTok application for Arabic language learning, as the t-value was not statistically significant.

B. Study Results

The findings of this study demonstrate TikTok's significant role in enhancing Arabic language skills among university students, confirming that its educational content positively impacts various language dimensions. Listening and vocabulary emerged as the most improved skills, with mean scores of 4.36 and 4.03, respectively. This result resonates with the findings provided by Levin and Opsahl (2022) on the benefits of consistent social media exposure for general language proficiency. Additionally, Fitria (2023) observed similar results, noting that TikTok's interactive nature boosts students' engagement and improves pronunciation. This result is mirrored in this study, as pronunciation received a notable mean score of 3.97. Further supporting these outcomes, Chuah and Ch'ng (2023) identified TikTok's voice-over challenges as especially effective for pronunciation and fluency development. It was also observed that speaking skills reached a mean of 3.98, proving TikTok's format, which encourages repeated listening and imitation, enables students to refine their language abilities within a supportive and engaging environment.

The research also highlights TikTok's successful blending of entertainment with education, achieving a mean score of 3.91, which aligns with Rani et al. (2023) and Darwish (2019). Both studies emphasized that social media platforms like TikTok provide a flexible learning environment that enhances student engagement, especially when balanced with traditional educational tools. By merging educational content with entertainment, TikTok not only maintains students' interest but also ensures their consistent engagement. Thus, TikTok is a key factor in sustaining student participation and preventing boredom in language learning contexts.

In terms of speaking fluency and confidence, TikTok showed a positive influence, with students reporting mean scores of 3.55 and 3.56, respectively. Safila (2023) found that TikTok's interactive environment encourages frequent language practice, which fosters improvement in speaking skills and boosts confidence, while Siregar et al. (2023) highlighted TikTok's simplified approach to complex language elements like grammar and vocabulary. The repetitive, low-pressure environment provided by TikTok, as Chuah and Ch'ng (2023) suggested, enabled students to practice speaking Arabic without the anxiety of traditional classroom settings, a factor especially beneficial given Arabic's phonetic challenges.

The study also found that integrating entertainment with learning through TikTok enhances motivation, indicated by a mean score of 3.76. Fitria (2023) showed that TikTok's engaging features significantly boost motivation, particularly for language learning. Moreover, Hidayati (2022) observed that students exhibited increased creativity and motivation when practicing writing on TikTok.

TikTok's unique approach keeps students engaged and encourages them to consistently interact with Arabic language content, thereby maintaining sustained motivation.

In exploring gender differences in TikTok's effectiveness, the study found no statistically significant variations between male and female students in Arabic language learning outcomes. Both groups reported similar levels of effectiveness.

The study's unique focus on university students distinguishes it from prior research, which typically examined younger learners or informal educational settings. University students often possess greater independence in learning, which may explain the high engagement levels observed here compared to younger learners in other studies. By concentrating on Arabic as a first language, this research addresses a gap in the literature predominantly focused on English acquisition,

further validating TikTok's versatility across different languages. The formal university setting also provides insights that may apply more broadly within structured educational programs.

By examining the comprehensive language skills of listening, writing, and reading, this research goes beyond the scope of the previous studies that focused mainly on isolated skills like pronunciation or vocabulary. The high scores in listening and vocabulary corroborate earlier findings by Fitria (2023) and Chuah and Ch'ng (2023), while the inclusion of reading and writing expands the scope of TikTok's applicability in various language domains. Overall, this study demonstrates how TikTok can be effectively adapted for formal educational purposes, supporting Rani et al. (2023) in viewing social media as a transformative tool that, when well-implemented, enhances traditional education. The research thus confirms that TikTok not only supports diverse language abilities but also promotes inclusive, interactive learning, making it a promising addition to modern language education.

C. Student Feedback

Student comments highlighted the support TikTok provided, with one student stating, "It helped me a lot in improving pronunciation," while another mentioned, "It enhances understanding of grammar in a fun way." Some students expressed a desire for enhanced learning experiences through additional tools, such as interactive video content or links that further support understanding.

V. CONCLUSION

This study examined the impact of TikTok as an educational tool on building Arabic language skills among students at the American University of Ras Al Khaimah. It adopted a descriptive-analytical method founded on quantitative and qualitative data analysis through questionnaires and in-depth interviews. Furthermore, it tried to answer five main research questions and identified that TikTok educational content had a significant contribution to the development of students' Arabic language skills, particularly in listening with a mean of 4.36 and vocabulary with a mean of 4.03. Moreover, the interactive nature of TikTok enabled students to practice and memorize new vocabulary effectively. Speaking and pronunciation also achieved positive results with means of 3.98 and 3.97, respectively. These observations align with Levin and Opsahl (2022) and Fitria (2023), who stressed the utility of the said platform for learning vocabulary and pronunciation. The results indicated that TikTok is efficient in incorporating learning materials and amusement, with an average score of 3.91. The integration of learning and entertainment kept the students interested and motivated, corroborating the findings of Rani et al. (2023) on the motivational role of social media applications in the classroom. TikTok was also found to enhance the students' fluency and confidence in Arabic speaking, with mean scores of 3.55 and 3.56, respectively. The voice-over challenges and spontaneous speaking practice on the platform allowed the students to practice and enhance their phonetic skills and pronunciation in a low-stakes environment.

These results confirm the results of Safila (2023) and Chuah and Ch'ng (2023) that highlighted the positive effect of interactive TikTok activities on language proficiency. The results revealed a significant positive effect on the learners' motivation by integrating learning and entertainment, while the mean was calculated as 3.76. The attractive aspect of TikTok content created an interactive environment that led the students to immerse themselves in the Arabic language, which agrees with the findings of Fitria (2023). Finally, in addition to the t-test results, it was additionally discovered that neither male nor female students showed statistically significant differences in the effectiveness of TikTok as a learning platform. Both male and female students showed improvement in language skills, further suggesting that the educational material on this platform is equally accessible to both genders and equally beneficial.

The findings confirmed the study's hypotheses, demonstrating that TikTok's educational content positively influences Arabic language skills, effectively balances entertainment with learning, enhances speaking fluency and confidence, increases motivation through its engaging format, and shows no significant gender-based differences in educational outcomes.

This research contributes new information by focusing on TikTok's impact on teaching Arabic within a formal higher educational setting. In addition to improving language skills, it provides insights into how TikTok can be effectively used as an educational tool in higher education institutions, an area that has not been sufficiently explored. Based on the previous studies, this research showed similar results regarding student motivation and increased engagement with the educational material. However, given the university context and the nature of the sample, the results are more relevant to improving academic skills, such as writing in Arabic and using the language in formal and informal contexts. Thus, this research adds to the growing body of literature on social media integration in language education by focusing on Arabic language learning within a formal university setting. The findings advocate for the strategic incorporation of TikTok into language curricula to support traditional teaching methods and increase student engagement.

In summary, this research demonstrates how TikTok can be an effective tool for enhancing Arabic language learning among university students. Compared to previous studies, this research expands the scope by focusing on a formal university setting and deepens the understanding of how social media platforms like TikTok can be used in teaching Arabic. TikTok allows users to create and share short videos, ranging from 15 seconds to one minute. With its user-friendly interface and advanced editing tools, it is an ideal platform for creating interactive educational content.

The recommendations of this study underscore the importance of making maximum use of TikTok's capabilities as an educational tool, especially for pronunciation and vocabulary development. In addition, the use of interactive elements

with meaningful engagement will best aid in maximizing the effectiveness of language learning. Moreover, developments in video education through more interactive links and multimedia will help make students understand the language more effectively. The study will encourage further exploration into how these aspects can be leveraged in education while maintaining privacy and security on any educational platform, establishing the credibility of the information from these applications. These recommendations will ensure the enhanced learning experience of TikTok as a learning platform for learning Arabic.

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