

# Bridging the Gap: Leveraging TikTok to Improve English Language Proficiency Among Adult English Language Learners

Ahmad A. Al-Zahrani

Yanbu English Language and Preparatory Year Institute, Royal Commission for Jubail and Yanbu, Saudi Arabia

**Abstract**—New technological breakthroughs include social networks and mobile phones. This mobile technology allows users to use various social media applications, including TikTok, which has had a significant positive impact on education. In this study, researchers attempted to investigate the benefits of TikTok in developing students' English skills. To achieve the study's objectives, the researchers used a descriptive approach and developed a questionnaire to examine the use of TikTok as a language learning tool among male and female Yanbu English Language and Preparatory Year Institute (YEL&PYI) students. The sample consisted of 164 YELI&PY students, both men and women. Research shows that the overall average response to the questionnaire reached 3.27, with a relative weight of 65.4%. These values confirm that the TikTok program significantly improves students' English skills.

**Index Terms**—language skills, TikTok, social media, ESL, EFL

## I. INTRODUCTION

No one denies social media's importance or its crucial role and enormous impact on all aspects of life. For example, it affects the economy through the dissemination of information and advertising. It also has a significant influence on politics, business, and sports. Furthermore, as technology rapidly advances, universities, colleges, and schools have adopted it for some of the new courses they offer. Indeed, many advances have been made in this socio-educational methodology, especially in the teaching and learning of English.

One of these communication tools is TikTok. TikTok continues to publish various posts in different areas. Since the application was launched in 2016, the number of users has increased significantly due to the coronavirus crisis (Oktarini et al., 2022).

The TikTok application is one of the most downloaded and often used social media applications since the COVID-19 pandemic (Agting et al., 2022; Oktarini et al., 2022). According to TikTok usage statistics, monthly active users reached 1.4 billion in 2022 and 1.6 billion by the end of 2023. In China, there are more than 766 million active users (<https://www.businessofapps.com/data/tik-tok-statistics>, 2025).

Due to the large number of users, many experts in English and indigenous languages have emerged through this vital application, and they continue to play their role in teaching and learning English (Adnan et al., 2021). For instance, Escamilla-Fajardo (2021) found that students thought that the TikTok app was an exciting way of teaching them English communication skills during the COVID-19 pandemic because it provided English videos containing current events. In concurrence, researchers Herlisi and Viratno (2022) and Hu and Du (2022) found that TikTok can improve students' English skills.

This study aims to understand the extent to which students use the TikTok application to improve their English skills. By viewing the content in English and interacting with other users, students can improve their vocabulary, pronunciation, and speaking skills. The researchers attempted to observe and examine the relationship between students' time spent on TikTok and general English proficiency. This shows whether the platform can be a valuable resource for language learners, especially during the COVID-19 pandemic when in-person learning is limited.

This study is important for encouraging English teachers, teachers, universities, professors, students, programmers, and English learners to think about the potential of applications such as TikTok to teach, learn, organize, and learn English.

This study shows how TikTok can be used as a tool to improve English skills, especially in the areas of communication, speaking, and vocabulary development. By recognizing the value of popular social networks, teachers and students can more effectively integrate them into English language teaching and practice. This information can help inform course design, teaching strategies, and learning-centered strategies that take advantage of apps like TikTok's immersive and interactive nature. Ultimately, the results of this study could help bridge the gap between new technology and English teaching and improve language learning for teachers and students.

## II. LITERATURE REVIEW

TikTok is a social platform that allows users to create and share videos ranging anywhere from 15 seconds to 10 minutes. It has many features, such as allowing users to add filters and music. The app debuted in China in 2016 under Douyin and was launched globally in 2018 (Haensch et al., 2023). Since then, the TikTok app has become one of the most popular apps, with everybody from children to adults loving it. Moreover, Herlisya and Viratno (2022) stated that it is one of the most popular programs among millennials. People download and watch TikTok for different purposes: some watch it for entertainment, others watch it to learn how to cook, while still others watch it to learn everything else in-between.

In her survey, Kaur (2020) asked respondents what kind of videos they liked to watch on TikTok, and their responses were as follows: 30% watch to learn music/dance performances (including step-by-step dance techniques). Moreover, 33% use TikTok for entertainment, 12% use it to watch prank videos, 5% use it to watch fitness and exercise videos, 2% like to watch cooking videos and food reviews, and the rest (48%) watch it for almost everything else.

Since the start of the COVID-19 pandemic, interest in technology has increased, especially in applications that support learning.

Zi and Wang (2019) believe that people sharing, watching, and commenting on TikTok is not only a special form of self-expression but also an important manifestation of belonging and an emotional catharsis. Similarly, Omar and Dequan (2020) listed several reasons why TikTok users spend time watching videos, including to escape the stress of daily life.

### A. *The Potential Benefits and Limitations of TikTok for Language Learning*

As a social network, TikTok has many advantages and disadvantages. Its features include language learning programs (English or other languages), computer programs, weather, culture, travel deals (flights or hotels), local and international news, the stock market, and sports. On the other hand, it also has many disadvantages, including anti-government sites that spread poison in society, sports fanaticism, bad manners (including hairstyles and clothing that do not suit the public's taste), sex videos, and useless or frivolous videos where the aim is to succeed (see how much money can be won) by investing time and sometimes money in specific tournaments.

Prativi et al. (2021) suggested that TikTok could be useful for developing listening skills, especially for language learners. A short, concise video format encourages users to listen and quickly understand the content actively. In many TikTok videos, native speakers use colloquialisms, slang, and idioms to give students authentic language examples.

Furthermore, Xu et al. (2019) performed a SWOT analysis of TikTok. According to their analysis, TikTok's strength lies in its functionality and appeal, as well as its robust algorithm and technical support. TikTok's short video format is also a significant advantage because it can attract many followers. However, the platform also has certain limitations: it is harder to monetize short videos than long ones. In terms of opportunity, Xu et al. pointed out that users have high demands on content, and the development of artificial intelligence technology can help analyze user preferences and adjust content accordingly. The threat analysis highlights the platform's competition with other major content providers and the overall growth of the short film market, which could attract new competitors.

According to Azpeitia (2021), the increase in monthly active users of the TikTok program (689 million) has opened various business opportunities in 155 countries.

Similarly, Otkarini et al. (2022) focused on several positive and negative aspects of the TikTok application. For example, they found that TikTok is just one of the more modern applications that people use to express themselves. In education, the application increases knowledge because the information provided is informative, varied, and exciting. In terms of recreation, Otkarini et al. added that during the COVID-19 crisis, people could not participate in any activities outside the home, so the TikTok application fulfilled this need in daily life.

Downs (2023) summarizes the advantages and disadvantages of using TikTok in teaching English. The benefits include reaching a wider audience, fewer restrictions than other social media platforms, a fun and personalized platform, and less training intensity than traditional methods. However, Downs points out some shortcomings. One limitation is that learning English on TikTok may not be suitable for all students because content creators do not understand the language skills of their audience. Furthermore, frequent use of social media for learning and repeated viewing of videos to understand the content can lead to excessive social media use and addiction, which affects students' mental health. Overall, Downs offers a balanced view of the potential benefits and challenges of using TikTok as a tool for learning the English language.

### B. *Students' Attitudes Towards TikTok*

Student attitudes toward electronic applications, especially mobile applications, are essential and have attracted the attention of researchers. For instance, Rahmawati and Anwar (2022) interviewed nine sixth-grade students and divided the interview into three parts with 10 questions each: emotional, behavioral, and cognitive. On an emotional level, the TikTok app proved to encourage students to increase their interest in learning English. All participants said they were very excited and thought learning English through TikTok was fun and exciting. Regarding behavioral factors, all respondents said they use the TikTok app to practice English with friends and teachers. Regarding comprehension, the students were convinced that using TikTok to learn English was easy. Most respondents said that watching videos on the platform in English classes helped them improve their vocabulary and speak clearly. Therefore, these three factors reflect a positive trend in TikTok adoption.

In general, when students have a positive attitude, it positively affects their interest in learning a language. However, having a negative attitude will affect your participation in learning and practicing the language.

### C. Challenges Encountered by Educators in Applying TikTok in Education

Problems with using TikTok in education include negative perceptions of TikTok and unnecessary clips that are viewed daily. At the same time, preparing and producing short films that achieve educational goals requires effort and teachers with scientific and technical education. Moreover, teachers and students must be first taught how to use these videos to achieve desired goals (Herwanto, 2022). Privacy is one of the key factors when using this application. Social media, including TikTok, was once public and lacked privacy.

Aging et al. (2022) examined the difficulties faced by TikTok users in learning to speak, and the most obvious result was that the TikTok program encouraged students to speak and improve their oral skills, but they needed more tools to boost their confidence.

In addition to the above problems, poor internet access in some villages and parts of small towns can hinder the use of the program and prevent people from learning languages, especially English (Hu & Du, 2022).

Downs (2022) suggested essential steps to address these issues, including privacy and protecting students from specific videos by setting account privacy and turning off comments on videos. In addition, filtering blocks unwanted words, comments, and content. You can also limit access to Lens to specific groups, such as teachers and their students at a particular school.

## III. METHODOLOGY

This study employed a quantitative research design. Quantitative research typically involves structured data collection methods, such as surveys, which allow researchers to quantify responses and perform statistical analyses. According to Nardi (2018), quantitative methods involve developing questions for surveys or interviews, counting and analyzing responses statistically, and drawing conclusions based on data analysis.

### A. Participants

The participants included 164 Yanbu English Language and Preparatory Year Institute (YEL&PYI) students from the Kingdom of Saudi Arabia, with a random sampling approach. The sample included male and female students and was distributed according to specific personal variables, such as gender and TikTok usage rate.

### B. Sample Size

#### (a). Sample Distribution by Gender

Table 1 summarizes the gender distribution:

TABLE 1  
QUANTITATIVE SAMPLE DISTRIBUTION ACCORDING TO THE VARIABLE OF GENDER

Gender	Number	Percentage
Male	96	58.5%
Female	68	41.5%
Total	164	100%

#### (b). Sample Distribution by TikTok Usage

TABLE 2  
QUANTITATIVE SAMPLE DISTRIBUTION ACCORDING TO THE VARIABLE OF TIKTOK USAGE RATE

TikTok Usage Rate	Number	Percentage
High (10 hours or more per week)	75	45.7 %
Medium (3-9 hours)	63	38.4 %
Low (less than 3 hours)	26	15.9 %
Total	164	100%

### C. Measures

Research tool refers to the means by which the necessary data is gathered to answer the research questions or test its hypotheses (Al-Assaf, 2016).

An online questionnaire was designed and administered using Google Forms to gather participant data. The self-administered questionnaire comprised 18 items and aimed to collect information regarding students' TikTok usage patterns and their correlation with other variables.

### D. Statistical Methods

Statistical methods were used to verify validity and reliability include Pearson's simple correlation coefficient to calculate internal consistency and reliability using Cronbach's alpha coefficient and the split-half method. Descriptive

statistical methods were used that included means, standard deviations, ratios, and frequencies of participants' responses, and calculated ranks and weighted averages for each item. The inferential statistics methods that were used included a t-test to indicate the differences between students' responses according to the gender variable and the "one-way analysis of variance" test to detect differences between students' responses according to the variable rate of use of TikTok.

#### E. Statistics and Data Analysis

The current study explored the benefits of using the TikTok application to learn English. To achieve this goal, the researchers designed a questionnaire. After ensuring its validity and reliability, it was distributed to the targeted sample that consisted of 164 Yanbu English Language and Preparatory Year Institute (YEL&PYI) male and female students.

A five-point Likert scale was used to determine the degree of response, giving a score of 5 for the response "Strongly Agree," a score of 4 for the response "Agree," a score of 3 for the response "Neutral," a score of 2 for the response "I Disagree," and a score of 1 for the response "Strongly Disagree." The following criterion was used when judging the arithmetic average values in the results tables:

1. It will be very low if the average is from 1.00 to 1.80.
2. If the rate is more significant than 1.80-2.60, it will be to a small degree.
3. It is moderate if the average is more significant than 2.60 to 3.40
4. It is highly significant if the average is greater than 3.40 to 4.20.
5. It is very high if the average is greater than 4.20 to 5.00.

#### F. Validity of the Questionnaire

To ensure the validity of the questionnaire, two types of validity assessments were conducted:

##### (a). Face Validity

The face validity was verified by presenting the questionnaire to a panel of experts specializing in English language curricula and teaching at Saudi universities. The experts reviewed each item based on four criteria:

1. Measurability of each item.
2. Accuracy and clarity of scientific and linguistic formulation.
3. Recommending additions or deletions of items.
4. Suggestions for wording modifications.

##### (b). Internal Consistency Validity

Internal consistency was assessed using a sample of 30 non-participants. The Pearson correlation coefficient was calculated to measure the correlation between each statement and the total questionnaire score using SPSS software. The correlation coefficients were statistically significant at 0.01, indicating high internal consistency and validity.

TABLE 3  
THE INTERNAL CONSISTENCY FOR EVERY STATEMENT OF THE QUESTIONNAIRE (N = 30)

No.	Correlation Coefficient	Significance	No.	Correlation Coefficient	Significance
1	0.621	0.01	10	0.595	0.01
2	0.564	0.01	11	0.614	0.01
3	0.659	0.01	12	0.679	0.01
4	0.684	0.01	13	0.564	0.01
5	0.557	0.01	14	0.743	0.01
6	0.674	0.01	15	0.567	0.01
7	0.588	0.01	16	0.706	0.01
8	0.604	0.01	17	0.623	0.01
9	0.548	0.01	18	0.681	0.01
r table value at df (28) and sig. level (0.05) = 0.361					
r table value at df (28) and sig. level (0.01) = 0.463					

#### G. Reliability of the Questionnaire

The reliability of the questionnaire was verified through two methods:

##### (a). Alpha-Cronbach's Coefficient

The reliability was assessed using Cronbach's alpha coefficient on the pilot sample, yielding an alpha coefficient of 0.908 for the 18-item questionnaire, indicating high reliability.

##### (b). Split-Half Method

The split-half method divided the questionnaire items into two halves (odd versus even statements). The Spearman-Brown and Guttman coefficients were used to measure the correlation between the two halves, yielding reliability coefficients of 0.888 and 0.887, respectively, confirming that the questionnaire was reliable.

#### H. Ethical Procedures

Ethical considerations were ensured by obtaining informed consent from participants before administering the questionnaire. The respondents were informed that participation was voluntary, and they could withdraw anytime. The questionnaire included mandatory consent options, ensuring participants understood and agreed to participate.

#### IV. RESULTS AND DISCUSSION

The researchers reached the following results after applying the research instrument and statistical data analysis. They discussed these results and their interpretation in light of the theoretical framework and previous studies related to the research topic.

The current research sought to answer the following questions:

1. To what extent do male and female students use the TikTok application to improve their English language skills?
2. Are there statistically significant differences between male and female students regarding how much they use the TikTok application to improve their English language skills according to the variable gender?
3. Are there statistically significant differences between male and female students regarding the extent to which they use the TikTok application to improve their English language skills according to the variable rate of TikTok use?

##### A. Results of the First Question

Frequencies, percentages, means, standard deviations, and relative weights were computed from the perspective of the questionnaire's male and female sample members to assess the extent to which the TikTok application improved English language proficiency in responding to the first question. The results are displayed in the following table:

TABLE 4  
RESULTS RELATED TO DETERMINING THE DEGREE OF BENEFIT FROM THE TIKTOK APPLICATION TO IMPROVE STUDENTS' ENGLISH LANGUAGE SKILLS (N=164)

N	Item	Ratios And Frequencies	Response Alternatives					Means	Standard Deviations	Relative Mean	Degree Of Benefit	Ranks
			Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree					
1	I use TikTok to learn new English vocabulary.	F	28	48	47	22	19	3.27	1.23	65.4%	Medium	9
		%	17.1	29.3	28.7	13.4	11.6					
2	I listen to new idioms every day.	F	27	49	59	24	5	3.42	1.0	68.4%	Large	7
		%	16.5	29.9	36.0	14.6	3.0					
3	I practice speaking my English language via TikTok.	F	19	36	44	37	28	2.88	1.26	57.7%	Medium	15
		%	11.6	22.0	26.8	22.6	17.1					
4	TikTok provides me with new information in English.	F	46	63	29	14	12	3.71	1.18	74.3%	Large	2
		%	28.0	38.4	17.7	8.5	7.3					
5	I prefer to listen to native English language speakers.	F	50	62	27	15	10	3.77	1.16	75.5%	Large	1
		%	30.5	37.8	16.5	9.1	6.1					
6	I practice live conversation with some experts in English language teaching.	F	11	43	36	48	26	2.79	1.19	55.7%	Medium	17
		%	6.7	26.2	22.0	29.3	15.9					
7	I can differentiate between different English accents on	F	28	59	43	24	10	3.43	1.12	68.7%	Large	6

TikTok.		%	17.1	36.0	26.2	14.6	6.1					
8	I share with my colleagues some educational videos that are related to English language learning.	F	25	54	31	34	20	3.18	1.27	63.7%	Medium	14
		%	15.2	32.9	18.9	20.7	12.2					
9	TikTok is rich with educational content that improves my English language in general.	F	33	64	46	6	15	3.57	1.13	71.5%	Large	4
		%	20.1	39.0	28.0	3.7	9.1					
10	I feel completely engaged when I use English content in TikTok.	F	21	57	49	21	16	3.28	1.14	65.6%	Medium	8
		%	12.8	34.8	29.9	12.8	9.8					
11	TikTok encourages me to get new educational information related to English language learning.	F	30	46	43	21	24	3.23	1.30	64.5%	Medium	13
		%	18.3	28.0	26.2	12.8	14.6					
12	TikTok improves my English language speaking skills.	F	20	65	35	24	20	3.25	1.21	65.0%	Medium	11
		%	12.2	39.6	21.3	14.6	12.2					
13	TikTok improves my listening skills.	F	51	52	32	9	20	3.64	1.31	72.8%	Large	3
		%	31.1	31.7	19.5	5.5	12.2					
14	TikTok improves my writing skills.	F	10	32	47	35	40	2.62	1.22	52.3%	Medium	18
		%	6.1	19.5	28.7	21.3	24.4					
15	TikTok improves my reading skills.	F	38	59	31	18	18	3.49	1.27	69.9%	Large	5
		%	23.2	36.0	18.9	11.0	11.0					
16	TikTok provides me with important grammar rules.	F	24	54	46	17	23	3.24	1.24	64.8%	Medium	12
		%	14.6	32.9	28.0	10.4	14.0					
17	TikTok helps me acquire important abbreviations in the English language.	F	21	49	62	16	16	3.26	1.11	65.2%	Medium	10
		%	12.8	29.9	37.8	9.8	9.8					
18	I spend too much time every day using TikTok to improve my English.	F	13	35	54	33	29	2.82	1.19	56.3%	Medium	16
		%	7.9	21.3	32.9	20.1	17.7					
General Mean								3.27	1.20	65.4%	Medium	

Table 4 shows that the questionnaire's overall mean was 3.27 and that its relative weight was 65.4%. From the perspective of the sample members (male and female students), these results demonstrate that the TikTok app has a moderately positive impact on students' English language proficiency.

With relative weights ranging from 52.3% to 75.5%, the sample members' average answers to assessing "the degree of benefit from the TikTok application in improving students' English language skills" ranged from 2.62 to 3.77. The statement occupied the number five.

With a mean of 3.77, a relative weight of 75.5%, and a large degree of benefit, "I prefer to listen to English language native speakers" came in first, followed by sentence number four, which reads, "TikTok provides me with new information in English," and ranked second with a large degree of benefit, a relative weight of 74.3%, and a mean of 3.71. "TikTok improves my listening skills" came in third place with a mean of 3.64, a relative weight of 72.8%, and a large degree of benefit. Meanwhile, phrase number nine, "TikTok is rich with educational content that improves my

English language in general,” came in fourth place with a mean of 3.57, a relative weight of 71.5%, and a large degree of benefit.

Phrase number three, “I practice speaking my English language via TikTok,” ranked fifteenth with a mean of 2.88, a relative weight of 57.7%, and a medium degree of benefit, while phrase number 18, “I spend too much time every day using TikTok to improve my English,” ranked sixteenth with a mean of 2.82, a relative weight of 56.3%, and a medium degree of benefit. Meanwhile, phrase number six, “I practice live conversation with some experts in English Language Teaching,” ranked seventeenth with the penultimate mean of 2.79, a relative weight of 55.7%, and a medium degree of benefit. In contrast, phrase number 14, “TikTok improves my writing skills,” ranked last in 18th place with a mean of 2.62, a relative weight of 52.3%, and a medium degree of benefit. These phrases and their scores and rankings are all from the point of view of the participating male and female students.

### B. Results of the Second Question

To answer the second question, the researchers used the T-test for unrelated groups to identify the significance of the differences between the average answers of male and female students regarding using the TikTok application to improve their English language skills according to the variable (gender). The results were as shown in the following table:

TABLE 5  
RESULTS OF THE INDEPENDENT SAMPLES T-TEST FOR THE SIGNIFICANCE OF DIFFERENCES BETWEEN STUDENTS' GRADE POINT AVERAGES ACCORDING TO THE GENDER VARIABLE (N = 164)

Gender	N	Mean	SD	Df	T	Sig.	Statistical Significance
Male	96	56.51	17.420	153.160	2.675	0.008	Significant at (0.05)
Female	68	62.18	9.490				

It is clear from Table 5 that there are statistically significant differences at the significance level (0.05) between male and female students in determining the extent to which they use the TikTok application to improve their English language skills according to the variable (gender). The differences were in favor of the female students.

### C. Results of the Third Question

To answer the third question, the researchers used a one-way variance test (ANOVA) to identify the significance of the differences between male and female students' viewpoints regarding determining the extent to which they use the TikTok application to improve their English language skills according to the variable (rate of use), and the results were as shown in the following table:

TABLE 6  
THE RESULTS OF THE ANOVA TEST FOR THE SIGNIFICANCE OF THE DIFFERENCES BETWEEN THE MEAN SCORES OF STUDENTS' RATE OF USE (N=164)

Source Of Variance	Sum Of Squares	Df	Mean Square	F	Sig.	Statistical Significance
Between Groups	1949.787	2	974.893	4.591	0.012	Significant At (0.05)
Within Groups	34189.988	161	212.360			
Total	36139.775	163				

It is clear from Table 6 that there are statistically significant differences at the significance level (0.05) between male and female students in using the TikTok application to improve their English language skills according to the variable rate of TikTok use.

The study revealed that the general mean score of the questionnaire reached 3.27 and a relative weight of 65.4%. These values confirm that there is a moderate degree of benefit from the TikTok application in improving students' English language skills. Furthermore, there are statistically significant differences at the significance level of 0.05 between male and female students in determining the extent to which they use the TikTok application to improve their English language skills according to the variable (gender), and the differences were in favor of the female students. Finally, there are statistically significant differences at the significance level of 0.05 between male and female students in using the TikTok application to improve their English language skills according to the variable rate of TikTok use.

The results of this study align with the studies of Rahmawati and Anwar (2022), Downes (2023), Otkarini et al. (2022), and Nur Aziz and Sabella (2021), which summarized several advantages of learning the English Language on TikTok like, fun and personalization, less pressure to study, the students' positive attitudes toward using TikTok in learning the English Language inside and outside the classroom, assisting them in improving their basic English skills and enhancing their learning motivation, increasing their enthusiasm for learning English, they feel excited when they study English Language using TikTok, and that it is fun and entertaining, practicing English with friends and teachers, improving vocabulary a lot, as well as helped them improve speaking skill.

One fundamental limitation of this study is its inability to generalize the findings to a broader population. The sample size and geographical scope were relatively limited, focusing only on a specific group of students. The self-reported nature of the data also introduces potential biases and limitations in accurately capturing students' actual TikTok usage and its impact on their English proficiency. Further research with larger, more diverse samples and mixed-method approaches would be needed to better understand the generalizability of these findings. Additionally, the rapidly

evolving nature of social media platforms like TikTok means the results may only partially reflect such apps' current or future role in language learning. Ongoing research will be essential to continuously evaluate the evolving relationship between social media and language education.

## V. CONCLUSION

The researcher recommends that English language teachers increase their focus on activities and assignments that allow for greater benefit from this application, especially for male students, as the study indicated that female students benefited more. Furthermore, since the students' preference for listening to native English speakers ranked high among the statements in the survey, this presents an opportunity for teachers to widely utilize TikTok in teaching listening skills, and this can enhance authenticity and provide real-life language exposure. Moreover, with a strong interest in using TikTok to improve listening skills, consider developing specific challenges or exercises that guide learners to practice listening comprehension. For example, users could summarize videos or answer questions based on what they have heard. Additionally, based on the statement that “TikTok is rich with educational content that improves my English language in general,” which received a high rating from students, and since students believe that the content of this app is rich in educational sources, especially for language learning, the researcher recommends that educators and content creators specializing in English focus on educational videos and the diversity of these videos in language skills to meet the needs of students.

Finally, since students spend long hours browsing this application, the researcher advises teachers to encourage students to make TikTok a regular part of their language learning routine. This can be achieved by setting daily or weekly goals for consuming educational content and practicing language skills.

In conclusion, the researcher recommends conducting similar studies on this application and its usefulness in other educational stages, including elementary, intermediate, and secondary school.

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**Ahmad A. Al-Zahrani** is an Assistant Professor at the Yanbu English Language and Preparatory Year Institute at the Royal Commission of Yanbu, Saudi Arabia. He holds a Ph.D. in Curriculum and Methods of Teaching English. His research interests include innovative teaching methodologies, language acquisition, and the integration of technology in language education.