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An Overview of the Utilization of TikTok in Improving Young Saudi Learners' Speaking Skills

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Abstract:
The present study sought to examine the effectiveness of social media applications, particularly the TikTok platform, in the improvement of English-speaking skills among young Saudi learners from the perspectives of both learners and teachers. The study attempted to answer three questions: How far is the use of social media, especially TikTok, via mobile devices, effective in improving young Saudi learners' speaking skills outside the classroom? What are young Saudi English language learners' perspectives on the use of TikTok via mobile devices as a tool for improving their speaking skills? To what extent is learning to speak English through TikTok more effective than traditional class methods? The researcher used a mixed-methods approach to collect data in the study. The sample consisted of 120 secondary school and university students who participated in the study. To reach valid conclusions regarding their perceptions on the use of TikTok as a language development tool, the participants responded to an online 5-point Likert scale questionnaire. Following that step, three experienced English teachers provided their perceptions of the impact of TikTok as an enhancement tool in English-speaking learning. The findings of the study indicated that TikTok is an effective tool for learning English, particularly in relation to speaking skills, since both most young Saudi learners and teachers agreed that they perceive TikTok as an effective learning tool that English learners can utilize to motivate them and enhance their speaking skills.

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An Overview of the Utilization of TikTok in Improving Young Saudi English Learners' Speaking Skills

A Research Paper Submitted in Partial Fulfillment of the Requirements for the Degree of Master of Arts in Linguistics

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Rajab 1444 – February 2023

Dedication

This Work is dedicated to my mother, my father, my sisters and my brothers.

Acknowledgement

First and foremost, praise and thanks go to God for blessing me with the motivation and ability to complete this work. Dr. Awadh Alshehri, my supervisor, has been quite helpful. I highly appreciate his professional commitment, advice, and unlimited support. Working with my supervisor was a rewarding and educational experience. A great deal of gratitude, love, sincerity, and appreciation go to my father and mother for their unlimited support, encouragement, and supplications. I'd also like to express my gratitude and appreciation to my brothers and sisters. I especially thank them for their prayers and encouragement throughout the completion of this work. Finally, I will always be indebted to my uncle, Sami, for his unflagging support and patience. His tremendous encouragement enabled me to be where I am now.

Abstract

The present study sought to examine the effectiveness of social media applications, particularly the TikTok platform, in the improvement of English-speaking skills among young Saudi learners from the perspectives of both learners and teachers. The study attempted to answer three questions: How far is the use of social media, especially TikTok, via mobile devices, effective in improving young Saudi learners' speaking skills outside the classroom? What are young Saudi English language learners' perspectives on the use of TikTok via mobile devices as a tool for improving their speaking skills? To what extent is learning to speak English through TikTok more effective than traditional class methods? The researcher used a mixed-methods approach to collect data in the study. The sample consisted of 120 secondary school and university students who participated in the study. To reach valid conclusions regarding their perceptions on the use of TikTok as a language development tool, the participants responded to an online 5-point Likert scale questionnaire. Following that step, three experienced English teachers provided their perceptions of the impact of TikTok as an enhancement tool in English-speaking learning. The findings of the study indicated that TikTok is an effective tool for learning English, particularly in relation to speaking skills, since both most young Saudi learners and teachers agreed that they perceive TikTok as an effective learning tool that English learners can utilize to motivate them and enhance their speaking skills.

Keywords: speaking skills, social media, TikTok, learning English.

Arabic Abstract

سعت الدراسة الحالية إلى دراسة فعالية تطبيقات التواصل الاجتماعي ، ولا سيما منصة التيك توك ، في تحسين مهارات التحدث باللغة الإنجليزية بين المتعلمين الشباب السعوديين من وجهة نظر كل من المعلمين والمتعلمين. هدفت هذه الدراسة للإجابة على ثلاثة أسئلة: ما مدى فاعلية استخدام وسائل التواصل الاجتماعي ، وخاصة تطبيق التيك توك ، عبر الأجهزة المحمولة ، في تحسين مهارات التحدث لدى الطلاب السعوديين الشباب خارج الفصل الدراسي؟ ما هي وجهات نظر متعلمي اللغة الإنجليزية من الشباب السعوديين حول استخدام التيك توك عبر الأجهزة المحمولة كأداة لتحسين مهارات التحدث لديهم؟ إلى أي مدى يعتبر تعلم التحدث باللغة الإنجليزية من خلال التيك توك أكثر فاعلية من الطرق التقليدية في الفصل؟ استخدم الباحث منهجًا مختلطًا لجمع البيانات وتكونت العينة من (120) طالب وطالبة من المرحلة الثانوية والجامعية. من أجل الوصول إلى استنتاجات صحيحة فيما يتعلق بتصورات المشاركين حول استخدام التيك توك كأداة لتطوير اللغة ، قاموا بالإجابة على استبيان مقياس ليكرت عبر الإنترنت من 5 نقاط. بعد هذه الخطوة ، قدم ثلاثة من معلمي اللغة الإنجليزية ذوي الخبرة تصوراتهم عن تأثير التيك توك كأداة تعزيز لتعلم مهارة التحدث باللغة الإنجليزية. في الختام، أشارت نتائج الدراسة إلى أن التيك توك أداة فعالة لتعلم اللغة الإنجليزية ، لا سيما فيما يتعلق بمهارات التحدث ، حيث اتفق معظم المتعلمين والمعلمين على أنهم ينظرون إلى التيك توك كأداة تعليمية فعالة يمكن لمتعلمي اللغة الإنجليزية استخدامها لتحفيزهم و تعزيز مهارات التحدث لديهم.

الكلمات المفتاحية: مهارات التحدث، وسائل التواصل الاجتماعي، تيك توك، تعلم اللغة الإنجليزية.

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An Overview of the Utilization of TikTok in Improving Young Saudi English Learners' Speaking Skills

Traditional language teaching methods are now being gradually overruled by modern digital tools of learning. For example, social media, combined with short videos, have been lately contributing to the educational purpose by assisting English language learners in improving their English communication competence (Arfiandhani, 2020). Thus, it is of great importance to pedagogical studies that researchers focuse more on measuring the extent to which social media can help in English-language education, especially with the appearance of new technologies in the field (Namaziandost and Nasri, 2019). According to Ipan et al. (2020), TikTok is one of the social media platforms that has proven to have positive impacts on the students' ability to speak in English. Therefore, exploring issues related to English learners' ability to enhance their speaking skills through such social media applications as TikTok can lead to a better understanding of the learning process and can also help English language teachers adapt new teaching strategies that may be applied to enhance English language classes in Saudi Arabia. TikTok could also contribute to facilitating the difficulties and removing the obstacles that English language learners may face since this new learning tool is considered easy to reach and understand. It is necessary, then, to conduct more studies on investigating the effectiveness of using social media platforms such as TikTok as an educational tool to acquire and enhance speaking skills among young Saudi learners, as well as exploring the impact of such platforms on the improvement of the learners' communicative performance with other English speakers. The purpose of this study is to explore and describe the effectiveness of the social media applications, particularly the TikTok platform in the improvement of English-speaking skills among young Saudi learners from the perspectives of both learners and teachers.

Background of the Study

It has been argued that traditional learning is waning because of the enormous changes associated with technology, which has dramatically affected both education and society (Alshabeb and Almaqrn, 2018). In this connection, Yang (2020) pointed out, "with the support of advanced Web 2.0 technology and the proliferation of smart mobile devices, various social media applications, which reflect different forms of social media, have sprung up" (p. 162). Web 2.0 is the term used to refer to a platform, which is far more than a collection of web-sites (O'Reilly, 2005). Social media is defined as any technology that allows sharing and spreading knowledge across the Internet (Robbins and Singer, 2014).

There are four main purposes for using social media applications: entertainment, informativeness, socialization, and academics (Gupta and Bashir, 2018). The academic purpose is becoming a dominant purpose, especially due to the educators' increasing practice of introducing social media applications into the fields of language teaching and learning in order to enhance learners' language skills (Aranda, 2021). What makes social media easily acceptable to students and teachers are the ubiquitous features of the applications, which can simply be accessed via using mobile devices and computers (John and Yunus, 2021). In addition, social media applications show their effectiveness not only in helping students to gain all kinds of knowledge easily, but also in offering them the potential to enhance their creativity. A study conducted by George and Dellasega (2011) confirmed that the use of social network tools enhanced students' learning opportunities, provided real-time communication outside the classroom, raised collaborative opportunities, and improved creativity.

In regard to learning speaking skills in particular, Kaplan and Haenlein (2010) argued that one way of creating more opportunities for learners to enhance their speaking skill is by utilizing

technological tools like social media as learning platforms. It is noteworthy that the English language is accepted as a universal language; it is important for learners to speak well using the language and participate in communicative activities around them (John and Yunus, 2021). Furthermore, among the four language skills, speaking, as a productive skill, is viewed as the most difficult skill to master by most language learners (Leong and Ahmadi, 2017). Ur (1996) reinforced this view by stating that speaking is looked upon as being the most vital skill to master among the four skills. According to John and Yunus (2021), the integration of social media is observed to be a positive inclusion for the teaching of speaking skills that leads to improving the speaking skill, as well as the confidence to speak and a decline in speaking anxiety. Moreover, approximately 60% of teachers who used TikTok in their classroom reported that it helped to improve learning motivation and interests, as well as expand knowledge and enrich classroom activities (Yang, 2020).

However, some studies have shown that social network usage can lead to a multiplicity of negative consequences, among which are decrease in academic performance, reduction in offline community engagement, and related problems (Kuss and Griffiths, 2011; Unachukwu and Emenike, 2016). To investigate social media usage, it appears that trustworthy and valid data collection methods must be developed. Therefore, the purpose of this research is to investigate and discuss the potentials of using TikTok to develop English language speaking skills among young Saudi learners, as well as to review previous studies that focused on TikTok and other social media in the development of English language speaking skills among learners.

Problem of the Study

Because English is a universal language, it is significant in many people's lives all around the world. English is globally favored as a language of communication since it helps people around

the world to engage with others from all over the world, hence extending their horizons and enhancing their emotional skills. As a result, it is critical for young Saudi learners to acquire English in order to interact on a global level. However, acquiring a second language is not an easy task, especially in relation to speaking skills. In spite of this, there is still insistence in many educational institutions on traditional methods of teaching speaking skills, a matter which has proven to be of little impact on improving the learners' actual skills. As such, there is a need for conducting more studies that provide language teachers with guidelines on using modern technological methods of teaching English speaking skills via social media platforms. Research on the effectiveness of using social media platforms for self-learning and institutional teaching of English-speaking skills is still inadequate in the Arab world, especially Saudi Arabia.

Aim of Study

The present study aimed to explore the effectiveness of social media applications, particularly the TikTok platform, in the improvement of English-speaking skills among young Saudi learners from the perspectives of both learners and teachers.

Research Questions

The study sought to answer to following three research questions:

1. How far is the use of social media, especially TikTok, via mobile devices, effective in improving young Saudi learners' speaking skills outside the classroom?

2. What are young Saudi English language learners' perspectives on the use of TikTok via mobile devices as a tool for improving their speaking skills?

3. To what extent is learning to speak English through TikTok more effective than traditional class methods?

Reliability and Validity

In order to reach valid results in relation to exploring the effect of social media usage on learning English language skills, the study needed to adopt reliable data collection methods and instruments. Therefore, this study adopted a mixed method to ensure a comprehensive and accurate discussion and description of the data. A semi-structured interview was used in the study to investigate and discuss the efficacy of using the TikTok platform, in particular, as a tool for developing English language speaking skills among young Saudi learners. It also reviewed previous studies that focused on the impact of TikTok, among other social media platforms, on improving English language skills among youngsters. Furthermore, quantitative research instruments, such as a questionnaire administered to Saudi students, were used to validate the qualitative data collected.

Significance of the Study

The study contributes to the educational studies conducted for the purpose of developing new, updated and more interesting tools for teaching English language to Arab students. Since the focus of the study is to suggest new technological and easily accessible methods of improving English speaking skills among young Saudi learners of a foreign language in particular, it is expected to contribute to teaching English-speaking classes in Saudi schools and English language departments. The results of the study can be useful to both Saudi learners and teachers of English-speaking skills.

Literature review

According to Brown (2000), foreign language learning is viewed not only as a predictable development process but also as the means of creating meaning through interactive negotiation among learners. Thus, one of the main concerns of educational research around the world

nowadays is the enhancement of technology among researchers and teachers of foreign languages. Technology, as defined by *Merriam-Webster*, (n.d), is "a manner of accomplishing a task especially using technical processes, methods, or knowledge". The application of modern technology to language learning is particularly seen in English language teaching, a filed, which, according to many researchers, has been greatly influenced by technological innovation; according to Namaziandost and Nasri (2019), for example, English language teaching and learning have been influenced by technological innovation. Namaziandost and Nasri (2019), also indicated that many technological tools have been lately added to English classes so as to facilitate the process of teaching and learning English skills.

Among those tools are social media applications, whose vast spread among learners and even teachers showed itself as a successful and effortless educational tool. Social media is defined by Robbins and Singer (2014) as any technology that allows the distribution and sharing of knowledge over the Internet. Many scholars emphasized that social media applications, in particular, are showing high effectiveness as English-language educational tools, as the study that was conducted by Kutbi (2014) showed that the majority of participants viewed the use of social media in education positively. Haerazi et al. (2020) conducted a study in which they investigated; (1) the pre-service teachers' use of Mobile Apps such as WhatsApp, U-Dictionary, and Email to participate in mobile-assisted language learning as critical thinking ability, particularly in the teaching of writing skills and; (2) the effectiveness of the Mobile-assisted language learning for pre-service teachers' writing skills in regard to critical thinking ability. In a study conducted by Rahmah (2018), the researcher used photographs posted on Instagram as a technique to increase the students' confidence in using the language. The results from the study demonstrated that Instagram helped in developing the students' confidence. Aşiksoy **(**2018) also argued that social

media applications have proven to have a positive influence on improving students' English reading motivation, listening skills, as well as speaking skills (Xodabande, 2017).

The application of social media in developing English-speaking skill competence has been increasingly discussed in the last few years. The speaking skill is the aspect of our communicative competence that permits us to convey and understand the message. This skill, as such, is considered to be the most difficult to acquire; therefore, teaching speaking skills requires the manipulation of various strategies that help to facilitate its teaching among foreign language learners. One of the best strategies to simplify the teaching of this skill is through the integration of technology, particularly social media applications. In this connection, some scholars perceived the integration of social media applications as YouTube, WhatsApp, Telegram, and Skype, in teaching speaking skills as a means to enhance teachers' creativity and improve their teaching techniques while using online applications (Baron, 2020; Namaziandost and Nasri, 2019).

A great number of scholars have examined the efficacy of using such social media applications as educational tools for teaching and learning English skills, one of which is speaking. Moreover, numerous English language students currently regard social media applications as useful tools for improving their English language skills along with English learning motivation (Sharma, 2019). It is becoming clearer every day that the schools which do not engage these applications in their teaching methods fall behind in making young students grasp the language skills perfectly. Nevertheless, there is still "a gap between the available technology and the uptake by educational institutions at all levels in terms of adopting these new products, applications, and mobile devices" (Alshabeb and Almaqrn, 2018, pp215). Attwell (2007) warns that unless schools respond to this massive change in technology, there is a possibility that the school experience may

simply be thought of as irrelevant to young people in terms of their everyday social interactions with each other.

Many scholars believe that the appropriate use and the successful integration of social media applications in the classroom can reduce the obstacles that prevent English language learners from the mastery of speaking skill (Namaziandost and Nasri, 2019). TikTok is one of the social media applications that provide users with lots of facilities for gaining different information and developing different skills. TikTok is a video-sharing social network service owned by ByteDance. According to its website, TikTok seeks to "inspire creativity" and "bring joy" to the users (TikTok - Real Short Videos, 2021). TikTok short videos of English language learning material, which are shared by English teachers, English educators as well as some English native speakers in its platform, are beneficial for young people since they make them learn in a different and new mode (Syah et al., 2020). At the same time, students can also post their own short oral English videos on their TikTok accounts. In this case, teachers and some other TikTok users as native speakers can help to improve these students' English communication competence by making comments on their videos (Al Arif, 2019).

Moreover, TikTok is one of the social media applications used as a medium for speaking activities by students, which gives them a chance to communicate interactively to enhance their speaking skills, as well as to express their ideas freely (Zaitun, et al., 2021). A study conducted by Zaitun et al. (2021) showed that the use of the TikTok application in learning the English language is very interactive and effective in enhancing students' confidence skills in speaking English.

Although most previous studies reveal positive results in relation to using social media applications, particularly TikTok, as an educational tool to facilitate the learning process of language, most of these studies were either general in nature or primarily concerned with social

media as a beneficial tool for learning language skills other than speaking, i.e., writing and grammar. Therefore, the researcher aims to contribute to the existing literature by exploring the effectiveness of TikTok, both as an individual self-learning tool and teaching method, in improving young Saudi learners' English language speaking skills in particular. Moreover, the researcher examines how TikTok can be a real enhancement as well as a problematic tool in developing English learners' speaking skills. For this purpose, the researcher has made a review of previous studies that focused on TikTok and other social media applications in relation to English language speaking skills development among young learners.

Research Methodology

Design of the study

This study used a mixed-methods approach; thus, the researcher used both semi-structured interview and survey methods, in which the participants filled out an online questionnaire which investigated how these young learners were using social media via mobile devices, especially TikTok, to improve their speaking skills outside the classroom and what their perspectives toward it were. Since there was a limitation on the study time, the survey method was very flexible, as the researcher gathered large amounts of data in very little time. On the other hand, the aim of the interview with the participating teachers was to collect in-depth and descriptive information from those participants who are experienced in the area of research. Thus, there were two variables in this research, namely, an independent variable, which is the effect of TikTok application in the English learning process, and a dependent variable, which is that of speaking skills.

Participants

Since the current study investigated the use of social media applications, particularly TikTok, as a tool for improving young learners' English-language speaking skills from the perspectives of both

learners and teachers, it has thus chosen its sample from amongst Saudi learners who have already experienced the use of TikTok in practicing speaking skills. This researcher aimed, through this choice, to explore whether or not there is a significant effect of using TikTok on Saudi learners' English-language speaking skills.

The study population consisted of 120 Saudi students. The students were both male and female, chosen from high schools and universities, at different levels, and in the age category of 15 to 25 years. Furthermore, the researcher interviewed three experienced English-language teachers to achieve a deeper understanding of the research topic.

Procedures

After choosing the sample for the present study, the procedures that were used to collect data in this study were an online 5-point Likert-scale questionnaire and a semi-structured interview. Since the main aim of this study was to answer the research questions that led to it, the researcher used both qualitative and quantitative methods, so the quantitative data was collected and analyzed independently. On the other hand, the qualitative methods in the second part supported the interpretation of the findings and results from the quantitative part. Google Form was used to build the questionnaire, and it included a variety of questions that relate to determining the effectiveness of learning the English language on the TikTok platform. The participants to whom the questionnaires were handed out were selected based on specific criteria, such as being either high school or university students, having an interest in developing their speaking skills using TikTok, or having previously used TikTok as a learning tool.

The questionnaire was organized into two primary sections that addressed the research questions. The goal of the first section was to learn more about how the students use TikTok. The second section determined their perspectives of TikTok as a learning tool. Then, the researcher

used a semi-structured interview format that was conducted with three experienced English-language teachers to explore their opinions and attitudes towards the impact of using TikTok in improving students' English-speaking skills. This format was flexible as it allowed new questions to be brought up throughout the interview according to the answers of the interviewee. After the data were analyzed, the researcher examined the information and drew conclusions based on the findings.

Data analysis

In this study, both qualitative and quantitative data analysis were needed. In regards to the quantitative data, SPSS software was used because it was useful in analyzing the data and giving an accurate representation in graphics. It also helped in providing valid results for each question and illustrating the number and percentage of responses. Furthermore, because three teachers only participated in the semi-structured interview, the researcher manually interpreted the qualitative data based on those participants' responses to this interview. Since the interviews involved talking, the researcher transcribed the data for simple analysis. Thus, the current study used a thematic analysis, which allows the researcher to thoroughly review the data, generally several times, to observe what categories emerge. This strategy allowed the researcher to categorize the data into distinct themes in order to facilitate analysis and present useful data.

Ethics

The study concentrated on Saudi high school and university students as well as experienced English-language teachers. Participation in the survey and the semi-structured interview was entirely voluntary, and participants had the option to withdraw at any time before the study was completed. Furthermore, because the questionnaire and the interview did not request any personal information from participants, such as their names, there were no social concerns. To ensure the

well-being of those who completed the questionnaire and the interview, the researcher considered privacy and secrecy. The researcher also informed the participants that their expertise and involvement would be used solely to achieve the study's objectives.

Results and Findings

This section presents both quantitative and qualitative data analysis and the results of the study, which was conducted to answer the three research questions. As stated in the Methodology section, two primary instruments were used to collect the data, namely, an online questionnaire and a semi-structured interview. This section analyzes the reliability of the questionnaire and then presents and analyzes the results of the questionnaire using descriptive statistics, as well as presenting the qualitative data analysis.

Questionnaire Analysis

Reliability Test. Cronbach's alpha for the 14 items was 0.935. The outcome indicated that the survey was reliable.

Table1

Cronbach's Alpha Results

Reliability Statistics

Cronbach's Alpha	N of Items
.935	14

Descriptive Statistics

Descriptive statistics are precisely what they sound like: analyses that summarize, describe, and show data in ways that make it easier to understand. They assist the researcher in understanding and describing the features of a certain set of data by providing quick observations

and summaries about the sample, which can aid in the identification of patterns. The most popular types of descriptive statistics are central tendency measures (mean, median, and mode), which are utilized at all levels of evidence-based practice (Conner and Johnson, 2017). Table 2 shows the mean, median, mode, and standard deviation of the responses.

Table 2

Descriptive Statistics

Statistics															
Statements		I use TikTok more than once a day	In a typical day, I spend more than two hours browsing TikTok	Most of the time, I use TikTok to enhance my English-language speaking skills	I feel motivated when I use TikTok for language learning	TikTok helps me improve my English-speaking skills.	I feel that enhancing my pronunciation via TikTok is better than the traditional methods	TikTok is a good tool for improving my speaking skills.	I think that using TikTok allowed me to make better use of English	I believe TikTok is a better way to improve my speaking skills than traditional learning methods	Developing English-language speaking skills via TikTok is effective.	Using TikTok in language learning allows me to communicate in a suitable environment.	I feel lonely when I learn via TikTok	I'm motivated when I learn from different users in one group via TikTok	It is convenient for me to improve my speaking skills by using TikTok
N	Valid	120	120	120	120	120	120	120	120	120	120	120	120	120	120
	Missing	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Mean		4.34	3.90	3.25	3.95	4.06	3.67	3.98	3.74	3.63	3.95	3.90	2.73	3.63	3.94
Median		5.00	4.00	3.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	2.00	4.00	4.00
Mode		5	5	3	5	5	5	4	5	5	5	4	2	4	5
Std. Deviation		1.177	1.273	1.125	1.129	1.007	1.155	1.080	1.220	1.236	1.158	1.040	1.275	1.174	1.183

Analysis of Learners' Responses to Questions

As shown in Table 3 and figure1, the learners' perceptions of TikTok as a learning tool for improving their speaking skills were evaluated using a Likert-type scale comprised of 14 statements. Learners were requested to give their honest opinions on the 5-point Likert scale. The scale was divided into the following categories: *strongly agree, agree, neutral, disagree, and strongly disagree.* Each statement had a score ranging from 1 to 5.

Figure 1

Learners' Level of Agreement

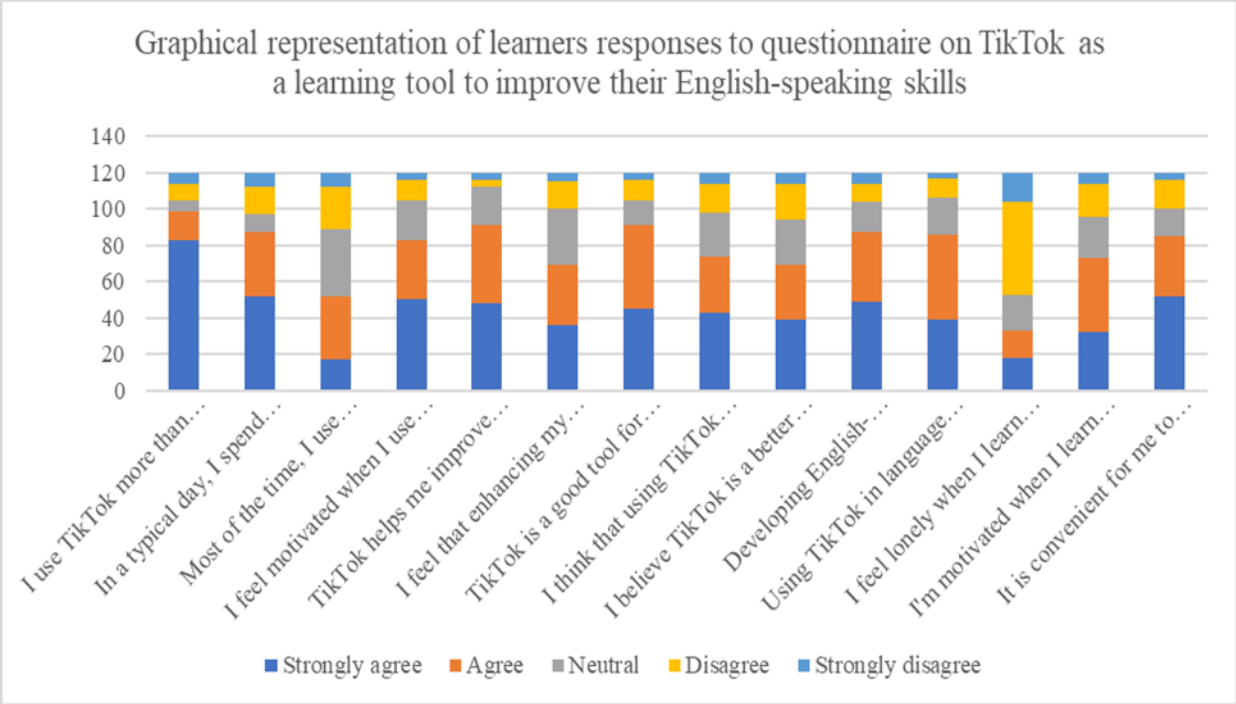


Table 3

Frequencies and Percentage of Learners' Responses

Statement	Percentage Frequency	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
I use TikTok more than once a day.	P F	69.2% (83)	13.3% (16)	5% (6)	7.5% (9)	5% (6)
In a typical day, I spend more than two hours browsing TikTok.	P F	43.3% (52)	29.2% (35)	8.3% (10)	12.5% (15)	6.7% (8)
Most of the time, I use TikTok to enhance my English-language speaking skills.	P F	14.2% (17)	29.2% (35)	30.8% (37)	19.2% (23)	6.7% (8)

I feel motivated when I use TikTok for language learning.	P F	41.7% (50)	27.5% (33)	18.3% (22)	9.2% (11)	3.3% (4)
TikTok helps me improve my English-speaking skills.	P F	40% (48)	35.8% (43)	17.5% (21)	3.3% (4)	3.3% (4)
I feel that enhancing my pronunciation via TikTok is better than the traditional methods.	P F	30% (36)	27.5% (33)	25.8% (31)	12.5% (15)	4.2% (5)
TikTok is a good tool for improving my speaking skills.	P F	37.5% (45)	38.3% (46)	11.7% (14)	9.2% (11)	3.3% (4)
I think that using TikTok allowed me to make better use of English.	P F	35.8% (43)	25.8% (31)	20% (24)	13.3% (16)	5% (6)
I believe TikTok is a better way to improve my speaking skills than traditional learning methods.	P F	32.5% (39)	25% (30)	20.8% (25)	16.7% (20)	5% (6)
Developing English-language speaking skills via TikTok is effective.	P F	40.8% (49)	31.7% (38)	14.2% (17)	8.3% (10)	5% (6)
Using TikTok in language learning allows me to communicate in a suitable environment.	P F	32.5% (39)	39.2% (47)	16.7% (20)	9.2% (11)	2.5% (3)
I feel lonely when I learn via TikTok.	P F	15% (18)	12.5% (15)	16.7% (20)	42.5% (51)	13.3% (16)

I'm motivated when I learn from different users in one group via TikTok.	P F	26.7% (32)	34.2% (41)	19.2% (23)	15% (18)	5% (6)
It is convenient for me to improve my speaking skills by using TikTok.	P F	43.3% (52)	27.5% (33)	12.5% (15)	13.3% (16)	3.3% (4)

Table 3 displays the percentage and frequency of responses out of 120. According to the table above, 69.2% of participants strongly agreed that they use TikTok more than once a day. In response to the following statements: "In a typical day, I spend more than two hours browsing TikTok," 43.3% strongly agreed. Furthermore, 29.2% agreed and 14.2% strongly agreed that they use TikTok to enhance their English-speaking skills. 41.7% of the participant learners strongly agreed that they feel motivated when they use TikTok for language learning. In addition, 40% strongly agreed that TikTok helped them improve their English-speaking skills. In respect to the next statement, "I feel that enhancing my pronunciation via TikTok is better than the traditional methods," 30% showed strong agreement with the statement.

In response to the statement, "TikTok is a good tool for improving my speaking skills," 38.3% agreed, and 37.5% strongly agreed. 35.8% strongly agreed that using TikTok allowed them to make better use of English. Moreover, 32.5% strongly agreed that they do believe that TikTok is a better way to improve their speaking skills than traditional learning methods. 40.8% of the learners showed a strong agreement with the statement, "Developing English-language speaking skills via TikTok is effective."

In regard to the statement, "Using TikTok in language learning allows me to communicate in a suitable environment," 39.2% agreed and 32.5% strongly agreed. In a higher percentage of disagreement, 42.5% of learners disagreed and 13.3% strongly disagreed that TikTok makes them feel lonely if they use it as a learning tool. Furthermore, 34.2% agreed and 26.7% strongly agreed that they are motivated when they learn from different users in one group via TikTok. In respect to the final statement, 43.3% strongly agreed that it is convenient for them to improve their speaking skills by using TikTok.

Based on the responses of the young Saudi learners who participated in the questionnaire, the results indicate that TikTok is a good learning tool for improving young Saudi learners' speaking skills. Those results reveal Saudi English-speaking learners' positive perspectives of TikTok as a proper and accessible tool of learning.

Interview Analysis

The researcher interviewed three experienced teachers. They all taught English in Saudi Arabia. The sample size of teachers was low, as fewer teachers showed interest in participating.

This section illustrates the results of the interview based on the main themes of the study, namely, teachers' perceptions of TikTok as a learning tool, the impact of using TikTok on learners' language learning, and the effect of TikTok on learners' motivation and language proficiency.

Teachers' Perceptions of TikTok as a Learning Tool

This section examines the extent to which the three participating English language teachers consider social media applications, particularly TikTok, as a useful tool for improving learners' English-speaking skills. While Teacher 1 and Teacher 3 described TikTok as having an overall positive effect on English learning and perceived it as a valuable tool to enhance learners' speaking

skills, Teacher 2 perceived it as a useful tool for improving communicative language skills only for daily activities; yet she believes that TikTok would be ineffective in improving formal or academic language use. Teacher 2 expressed her view of TikTok as follows:

> Well, I believe that this generation uses social media platforms in general. I noticed that, for example, when it comes to speaking, the pronunciation has improved, especially for those who watch YouTube videos and probably use TikTok because, honestly, I haven't discussed this with my students, but sometimes I ask them for recommendations for some podcast channels or YouTube channels, and they would suggest for me lot of interesting channels. But as I said, I believe it definitely helps, but because I teach English for specific purposes, I'm teaching technical language that requires more advanced terms and, basically, writing. So, it won't help when it comes to forming a formal language, but it will help with daily activities or for communication. (Teacher 2; see Appendix E)

The Impact of Using TikTok on Learners' Language Learning

This section shows the true impact of TikTok as a learning tool based on the teachers' perspective. TikTok had some advantages in learning English, according to all three teachers. However, even though Teacher 2 agreed that TikTok was really beneficial, she still believes it would not help learners with English grammar. Nevertheless, she mentioned that it is beneficial to use TikTok to enhance learners' pronunciation, the matter on which she gave the following response:

> As I said, because they are exposed not only to different native speakers but also different accents, they will improve their pronunciation, and a lot of research has shown that the more you listen to the language, the more accurate its pronunciation will be. So, yeah, I think the more they listen, the more they will be able to speak fluently and accurately.

> However, when you check these platforms, the grammar isn't great. Sometimes even native speakers tend to make a lot of grammar mistakes. (Teacher 2; see Appendix E)

The Effect of TikTok on Learners' Motivation and Language Proficiency

This section illustrates how teachers view TikTok as an interesting tool that can be used both to enhance learners' language as well as to motivate them.When the three teachers were asked about how learners can use TikTok to improve their speaking skills, they all shared the same view: the more they listen, the more their language skills will improve. Teacher 3 particularly showed how TikTok is both a beneficial and an interesting learning tool at the same time, as she stated that:

> One thing I really like about TikTok is that once you watch a clip, save it, or like it, the policy of the app will show you many videos similar to your interests. So, the more you watch, the more you will learn the skill in a shorter amount of time. (Teacher 3; see Appendix E)

According to all three teachers, TikTok has a significant impact on improving learners' pronunciation and fluency. Teacher 2 and Teacher 3 explained that the more learners listen to the most frequently-used words and try to repeat them, the more they will learn these words and pronounce them correctly. Furthermore, Teacher 1, when asked how TikTok can improve students' pronunciation and fluency, responded as follows:

> As I said, they may be able to understand sentences used in daily life by listening to native speakers and their accents, as well as diverse people speaking, not just natives. So, maybe they'll improve their vocabulary and enrich their language not only through books but also

> in a trendy way by using the most commonly used vocabulary nowadays, so they become up to date and not just using what's in the books. (Teacher 1; see Appendix E)

In respect to the final question, "Do you believe that TikTok can have a positive impact on English learners?" If so, how?," all three teachers believed that it really does have a positive impact on learners and that they can use it as a learning tool to improve their English language skills, especially their speaking skills. However, Teacher 2 sees this positive impact from another angle. She believes its positive impact is only illustrated in communication, rather than academic or educational purposes; in this connection, and she responded as follows:

> Well, the learners have different, let's say, goals for learning English. Some want to perform better in the language and communicate with the people who speak it. So, it would definitely help them for communication purposes because if they rely heavily on the school's textbooks, they will of course learn the formal language that is used in formal writing for academic purposes. But when it comes to real life, they have to learn these phrases and slang language, and I think TikTok would help them because one day they will travel and they'll see how people actually use the language, which is not the kind of language they learn in school. So, it's a good combination if they're exposed to the language outside the classroom through dealing with these social media platforms, and they can also, at the same time, learn the formal language that would help them in their studies. (Teacher 2; see Appendix E).

In conclusion, while Teachers 1 and 3 see TikTok as a positive learning tool for young Saudi learners, Teacher 2 sees the application as a positive learning tool in terms of improving communicative skills in general, but learners cannot use it to improve academic or formal language.

Discussion

As stated earlier, the aim of this study is to answer the following research questions: How far is the use of social media, especially TikTok, via mobile devices, effective in improving young Saudi learners' speaking skills outside the classroom? What are young Saudi English language learners' perspectives on the use of TikTok via mobile devices as a tool for improving their speaking skills? To what extent is learning to speak English through TikTok more effective than traditional class methods? Therefore, the purpose of this section is to analyze and discuss the findings and show how they helped to answer the research questions.

Q. 1 How far is the use of social media, especially TikTok, via mobile devices, effective in improving young Saudi learners' speaking skills outside the classroom?

It is noteworthy that the current study's findings reveal that learners' use of social media has been perceived by the participants as having a significant influence on improving their speaking language skills. All three teachers who have been interviewed agreed that TikTok is a useful learning tool that can assist learners in improving their speaking skills. For instance, Teacher 1 believes it is necessary since the new generation is going toward TikTok and social media, where they can easily pick up languages and don't feel pushed to study or forced to learn.

Moreover, the study showed that 43.3% of the learners/respondents strongly agree that using TikTok is effective for them in improving their speaking skills. This result is in line with the findings of a study conducted by Zaitun et al. (2021) who showed that TikTok is one of the social media applications used as a medium for speaking activities and that the students were able to use the application interactively to enhance their speaking skills as well as get the chance to express their ideas freely. Therefore, it could be concluded that, on the whole, the use of social media,

particularly TikTok, proves to be having positive effects on young Saudi learners' English-speaking skills.

Q. 2 What are young Saudi English language learners' perspectives on the use of TikTok via mobile devices as a tool for improving their speaking skills?

According to the findings of this study, Saudi English language learners are interested in TikTok not only as a fun app, but also as a learning tool to improve their speaking skills. The findings of the 5-point Likert online questionnaire conducted with 120 secondary school and university Saudi students revealed that 38.3% agreed and 37.5% strongly agreed that TikTok is a good tool for enhancing their speaking skills. Likewise, 41.7% of those learners strongly agreed that using TikTok for language learning motivates them. Additionally, 40% of the learners strongly agreed that TikTok had actually helped them enhance their English-speaking skills. It is also worth mentioning that 30% of learners strongly agreed that improving their pronunciation via TikTok is better than traditional methods. This clearly shows that learners have a positive attitude towards TikTok as a learning tool.

Therefore, it is very evident from the study that learners are aware that TikTok may be utilized for both educational purposes and entertainment. Accordingly, the study supported Zaitun, et al.'s (2021) finding that TikTok is one of the social media applications used by learners as a medium for speaking activities and that the students use the application interactively to enhance their speaking skills, as well as get the chance to express their ideas freely.

Q. 3 To what extent is learning to speak English through TikTok more effective than traditional class methods?

Based on the study results, the majority of learners perceive TikTok as a better learning tool than traditional learning methods. For 39 of the participating learners (=32.5%) strongly agreed and 30 (= 25% of the learners) agreed that they do believe that TikTok is a better way to improve their speaking skills than traditional learning methods.

This result is in line with Syah et al.'s (2020) finding that TikTok short videos of English language learning material posted by English teachers, English educators, or some English native speakers in its platform are incredibly useful for young people to learn in a new and different way. The study result here also supports Al Arif's (2019) study, which stated that by uploading their own short oral English clips to TikTok, students can improve their English communication skills with the help of comments left for them on the videos by teachers and other TikTok users who are native speakers.

But even though all three teachers agreed that TikTok is a good learning tool that learners can adopt to enhance their speaking skills, Teacher 2 agreed that it is a good learning tool for practicing communicative language skills only and that formal or academic language should be learned in regular classes in an academic context. Thus, a higher rate of the teachers agreed that using TikTok for educational purposes to improve English-speaking skills has a positive impact on the learners and may be better than regular classes methods in some cases.

In conclusion, this section focused on rounding the results of the study based on the answers to the three main research questions. The overall finding is that using TikTok is advantageous to young Saudi English-speaking learners. Since they are not forced to learn and have the freedom to

choose the most appropriate content to watch, they will be more interested in improving their language. Thus, based on the questionnaire responses and the interviewee answers, TikTok showed its effectiveness as a learning tool to improve young Saudi learners' speaking skills.

Conclusion

TikTok, an emerging social media platform, has now captured the attention of the entire world in a variety of fields for a variety of objectives. It is evident that TikTok is gaining popularity among Generation Z. Thus, this study aimed to investigate TikTok's true impact as a learning tool for improving English-speaking skills among young Saudi learners, especially from their own perspectives. The researcher used a mixed-methods approach, i.e., qualitative and quantitative methods, in order to address the current study's research questions. The researcher has quantitatively used a 5-point Likert-scale online questionnaire, which contained several components that were useful to the current study's investigation. A total number of 120 students were asked to fill out the questionnaire. Semi-structured interviews with three experienced English teachers were conducted to fulfill the qualitative methodology. SPSS software was used to analyze the collected data from the questionnaire. Overall, a great number of the respondents showed their approval of TikTok as a learning tool that they can utilize to enhance their speaking skills. Furthermore, the perception of the teachers who were interviewed was highly positive toward the use of TikTok for language educational purposes.

To conclude, TikTok was found to be an effective tool for English language learning, particularly for speaking skills. On the basis of the evidence currently available, it seems fair to suggest that teachers did actually believe that using social media platforms such as TikTok is beneficial for Saudi English learners. Nevertheless, one of the teachers felt that if the learner's purpose is to learn an academic and formal language, this method cannot be employed as the

primary method. Additionally, the majority of the participating learners agreed that using social media platforms such as TikTok is useful for them. Learners also believed that when they interact and try to learn via TikTok, they do not feel lonely, which makes them feel rather motivated.

Implications

According to the findings of this study, participants are generally willing to use social media, particularly TikTok, for language learning outside the classroom. It is highly evident that using TikTok for educational goals does not diminish its entertainment features. Therefore, teachers should be encouraged to introduce the use of TikTok in their classes, particularly for lower-level students, in order to motivate them. As previously discussed, learners view TikTok as a useful app that they can use to improve their language and stay motivated at the same time. Thus, on the basis of the results of this current study, it seems possible to suggest that teachers should be aware of the learning potential of TikTok and, more significantly, encourage their students to explore it, as they appear to be aware of its ability to improve language learning.

Limitations and Recommendations for Future Studies

There were several limitations to this study. First and foremost, this study was intended to be an experimental one where the researcher tests the effectiveness of TikTok as a learning tool; yet, due to time limitations and other obstacles, the researcher had to change the study methodology into a mixed-methods approach. Moreover, the sample size of the interviewees was rather small. Even though interviews require a smaller sample size than the questionnaire, they show limited diversity in this study. Finally, despite the importance of other skills, the study focused solely on the effect of TikTok as a learning tool for improving English-language speaking skills. Therefore, future studies are recommended to conduct some experimental studies regarding

the use of TikTok as a learning tool in relation to other English learning skills. The study sample is also relatively limited. Thus, applying the same study in future research to a larger sample is recommended in order to obtain more diverse data and opinions.

Suggestions

Based on the current study findings, future research can refer to the study findings and use different backgrounds, such as a different sample at different levels and a larger sample size, to increase the findings' reliability. Furthermore, future research may focus on Saudi Arabia's pedagogic system, including documents and rules regarding ESL, in order to discover the roots of social and cultural concerns that may limit the use of TikTok in teaching and learning English within an educational context.

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Appendix A

Questionnaire (Arabic version)

يهدف هذا الاستبيان لقياس فعالية تطبيق التيك توك كأداة تعليمية لتطوير مهارة التحدث باللغة الإنجليزية.

عزيزي المشارك، هذا الاستبيان سيأخذ حوالي خمس دقائق من وقتك، فضلًا أختر الإجابة الأكثر ملائمة لك.

أشكر لكم استقطاع جزء من وقتكم الثمين لتعبئة هذا الاستبيان علمًا بإن المعلومات الخاصة به ستبقى سرية ولن تستخدم إلا لإغراض البحث العلمي. إذا كان لديك أي أسئلة حول الدراسة ، يرجى التواصل مع الباحث عبر البريد الإلكتروني.

البندري تركي الدوسري

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رقم.	السؤال	موافق بشدة	موافق	محايد	غير موافق	غير موافق بشدة
1.	أتصفح التيك توك أكثر من مرة باليوم.					
2.	في اليوم العادي، أقضي أكثر من ساعتين على التيك توك.					
3.	غالبًا ما أستخدم التيك توك لتطوير مهارة الكلام باللغة الإنجليزية.					
4.	أرى أن استخدام التيك توك في تعلم اللغة					

	الإنجليزية ممتع ويعطي دافع قوي لتعلمها					
5.	يساعد التيك توك في تطوير مهارة التحدث باللغة الإنجليزية.					
6.	أشعر أن تحسين النطق باللغة الإنجليزية عبر تطبيق التيك توك أفضل من طرق التعلم التقليدية.					
7.	أشعر أن التيك توك أداة تعلم جيدة لتطوير مهارة التحدث.					
8.	أرى أن التيك توك ساعدني في استخدام اللغة بشكل أفضل.					
9.	استخدام التيك توك لتطوير مهارة التحدث أفضل من استخدام طرق التعلم التقليدية.					
10.	أرى أن تطوير مهارة التحدث باللغة الإنجليزية عبر التيك توك فعّال حقًا.					

11.	أعتقد أن استخدام التيك توك في تعلم اللغة يسمح لي بالتواصل مع البيئة المناسبة.					
12.	أشعر بالوحدة عند استخدام التيك توك لتعلم مهارة التحدث باللغة الإنجليزية.					
13.	يحفزني تعلم اللغة مع مستخدمين أخرين في مجموعة واحدة على التيك توك.					
14.	يناسبني استخدام التيك توك لتطوير مهارة التحدث باللغة الإنجليزية.					

Appendix B

Questionnaire (English version)

Thank you for taking the time to fill out this questionnaire. The goal of this questionnaire is to collect data on the effectiveness of using TikTok to improve English-speaking skills. Your participation in this study is entirely voluntary. You may prefer not to participate. It will take approximately 5 minutes to complete the survey. We do not collect personally identifiable information, such as your name or email address. Furthermore, well-collected data must be stored and treated confidentially. That is, it will not be shared with anyone and will only be used for this research. The survey results will be used in academic studies. If you have any questions about the study, please contact the researcher via email.

Albandari Turki Aldossari

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No.	Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1.	I use TikTok more than once a day.					
2.	In a typical day, I spend more than two					

	hours browsing TikTok.					
3.	Most of the time, I use TikTok to enhance my English-language speaking skills.					
4.	I feel motivated when I use TikTok for language learning.					
5.	TikTok helps me improve my English-speaking skills.					
6.	I feel that enhancing my pronunciation via TikTok is better than the traditional methods.					
7.	TikTok is a good tool for improving my speaking skills.					

8.	I think that using TikTok allowed me to make better use of English.					
9.	I believe TikTok is a better way to improve my speaking skills than traditional learning methods.					
10.	Developing English-language speaking skills via TikTok is effective.					
11.	Using TikTok in language learning allows me to communicate in a suitable environment.					
12.	I feel lonely when I learn via TikTok.					

13.	I'm motivated when I learn from different users in one group via TikTok.					
14.	It is convenient for me to improve my speaking skills by using TikTok.					

Appendix C

The Study Questionnaire Referees

Name	Designation	Institute
Dr. Awadh Alshehri	Associate Prof.	IMSIU
Dr. Mohammed Alhuqbani	Prof.	IMSIU
Dr. Ali Al-Hoori	Associate Prof.	Royal commission for Jubail and Yanbu
Dr. Khalid Alghamdi	Assist. Prof.	KSU

Appendix D

Initial questions:

1. How could social media networks, especially TikTok, enhance your students' English-speaking skills?
2. Why do you think TikTok is beneficial for students' speaking skills?
3. How can students use TikTok to improve their speaking skills?
4. How can students' pronunciation and fluency be enhanced through the use of TikTok?
5. How TikTok can have a positive impact on English learners?

Appendix E

Interview Transcripts

Teacher1

Researcher: First of all, thank you for agreeing to answer a few questions to help me answer my research questions.

Interviewee: You're welcome.

Researcher: The aim of this research is really to find out a bit more about the effectiveness of using TikTok to improve English-speaking skills. I want to know more about how you feel about students' use of TikTok to improve their speaking skills and how you look at TikTok as a tool for language learning. Do you have any questions before I start asking the questions?

Interviewee: No, go ahead.

Researcher: Ok, my first question is, in your belief, how could social media networks, especially TikTok, enhance your students' English- speaking skills?

Interviewee: Actually, I think it's a must because now the new generation is going towards TikTok and social media, and they can pick up languages there very easily. And they don't feel like they're being forced to learn or that they're learning by force. So, I believe I will be one of the teachers who will use it in class to improve speaking skills and make English learning more fun and entertaining. As for how I'm going to use it, I'm not very familiar with TikTok because I haven't used it much, but I believe they can use it by doing speaking activities. They can record themselves in short videos, engage their friends and talk about their topic or something, and then share it in a school group or their group and on TikTok. So that's how my perception of using it in class works.

Researcher: That's nice, why do you think TikTok is beneficial for students speaking skills?

Interviewee: Because they can speak freely without thinking about any embarrassment or thinking about the grammar. I believe they have more freedom when recording or speaking on TikTok because, you know, they see the videos, and it's more engaging and motivating for them to speak, and perhaps they feel more freely speaking without boundaries and without thinking about their grammar and pronunciation. So that's why I feel like it could be used more for speaking.

Researcher: How in your opinion can students use TikTok to improve their speaking skills?

Interviewee: As I previously stated, perhaps they listen to clips on TikTok about learning English and how they acquire the language. Also, while they are listening, they can also practice speaking, either by recording themselves speaking or doing a presentation or something small and interesting they can talk about, just like TikTok videos, which are short (two to three minutes) and catchy. So that's how it will benefit the students.

Researcher: How can students' pronunciation and fluency be enhanced through the use of TikTok?

Interviewee: As I said, they may be able to understand sentences used in daily life by listening to native speakers and their accents, as well as diverse people speaking, not just natives. So, maybe they'll improve their vocabulary and enrich their language not only through books but also in a trendy way by using the most commonly used vocabulary nowadays, so they're up to date and not just using what's in the books.

Researcher: Do you believe that TikTok can have a positive impact on English learners? How?

Interviewee: Of course, I feel like it's a catchy application, and all students have accounts on TikTok. I feel like they spend a lot of time using it, so why not use it for studying and learning?

You know, they are using it for makeup tutorials, recipes, gaming, and everything else. So why not use it for learning?

Researcher: Thank you. Is there anything you would like to add?

Interviewee : No, but I feel like TikTok is one of the ones that will really enhance and enrich the learning of English. And it's a really nice topic to talk about. Also, there are not many studies around or about TikTok, so I'm really happy that you took that step.

Researcher: Well, thanks again for your time.

Interviewee: No worries. Most welcome.

Teacher 2

Researcher: First of all, thank you for agreeing to answer a few questions to help me answer my research questions.

Interviewee: It's my pleasure.

Researcher: The aim of this research is really to find out a bit more about the effectiveness of using TikTok to improve English-speaking skills. I want to know more about how you feel about students' use of TikTok to improve their speaking skills and how you look at TikTok as a tool for language learning. Do you have any questions before I start asking the questions?

Interviewee: No, go ahead, please.

Researcher: Ok, my first question is, in your belief, how could social media networks, especially TikTok, enhance your students' English- speaking skills?

Interviewee: Well, I believe that this generation uses social media platforms in general. I noticed that, for example, when it comes to speaking, the pronunciation has improved, especially for those who watch YouTube videos and probably use TikTok because, honestly, I haven't discussed this with my students, but sometimes I ask them for recommendations for some podcast channels or YouTube channels, and they would give me a lot of interesting channels. But as I said, I believe it definitely helps, but because I teach English for specific purposes, I'm teaching technical language that requires more advanced terms and, basically, writing. So, maybe it won't help when it comes to forming a formal language, but it will help with daily activities or for communication.

Researcher: Why do you think TikTok is beneficial for students speaking skills?

Interviewee: As I said, because they are exposed to not only different native speakers but also different accents, they will improve their pronunciation, and a lot of research has shown that the more you listen to the language, the more accurate its pronunciation will be. So, yeah, I think the more they listen, the more they will be able to speak fluently and accurately. However, when you check these platforms, the grammar isn't great. Sometimes even native speakers tend to make a lot of grammar mistakes.

Researcher: In your opinion, how can students use TikTok as a learning tool to improve their speaking?

Interviewee: Well, I haven't thought of this before, honestly, but maybe I think they would learn because if they're interested in watching some videos there or using TikTok generally, they would learn the language unconsciously. But as an ESP teacher, I wouldn't honestly say that I would recommend some channels because I'm not sure if they have any good sources on TikTok. They

may pick up some words and phrases and know how to pronounce some words if they listen while watching these videos.

Researcher: How can students' pronunciation and fluency be enhanced through the use of TikTok?

Interviewee: I think if they listen repeatedly to some of the common or frequent words, they will be able to say them. In language classes, we usually do some drilling where students repeat after the teachers. That's sometimes boring for students, but I actually encourage self-talk because sometimes my students tend to be anxious before speaking, especially when they have to give a presentation. So I would encourage them to talk to themselves and repeat the word that they aren't sure about; sometimes they would forget the word due to nervousness. So, I think repetition and self-talk would absolutely help them when it comes to learning the words. But of course, as I said before, listening to some different words more than once would help them acquire these words.

Researcher: My last question is, "Do you believe that TikTok can have a positive impact on English learners? How?"

Interviewee: Well, the learners have different, let's say, goals for learning English. Some want to perform better in the language and communicate with the people who speak it. So it would definitely help them for communication purposes because if they rely heavily on the school's textbooks, they would of course learn the formal language that is used in formal writing for academic purposes. But when it comes to real life, they have to learn these phrases and slang language, and I think TikTok would help them because one day they will travel and they'll see how people actually use the language, which is not the kind of language they learn in school. So, it's a good combination if they're exposed to the language outside the classroom through dealing with

these social media platforms, and they can also, at the same time, learn the formal language that would help them in their studies.

Researcher: Well, thank you. Is there anything you would like to add?

Interviewee: No, thank you.

Researcher: Thanks again for your time.

Teacher 3

Researcher: First of all, thank you for agreeing to answer a few questions to help me answer my research questions.

Interviewee: You're welcome.

Researcher: The aim of this research is really to find out a bit more about the effectiveness of using TikTok to improve English-speaking skills. I want to know more about how you feel about students' use of TikTok to improve their speaking skills and how you look at TikTok as a tool for language learning. Do you have any questions before I start asking the questions?

Interviewee: No, go ahead, I'm ready.

Researcher: Ok, my first question is, in your belief, how could social media networks, especially TikTok, enhance your students' English- speaking skills?

Interviewee: Okay. So, first of all, as you know, many students spend hours and hours on their phones jumping from one social media app to the next. So, most of them actually spend it on TikTok; even we spend a lot of hours using it. So, it's easy to use, and it has short clips, so anyone can learn any language, especially English, easily.

Researcher: Why do you think TikTok is beneficial for students' speaking skills?

Interviewee: Most of the content creators on TikTok who teach English are native speakers. So, this is really important. And there is a trend called "duet," where the teacher reads a conversation in green and the student reads it in blue to practice the conversation easily, like how to welcome someone or ask about something, maybe at the mall or in the hospital, so they can actually achieve the speaking skill by using TikTok.

Researcher: How, in your opinion, can students use TikTok to improve their speaking skills?

Interviewee: One thing I really like about TikTok is that once you watch a clip, save it, or like it, the policy of the app will show you many videos similar to your interests. So, the more you watch, the more you will learn the skill in a shorter amount of time.

Researcher: In your opinion, how can students use TikTok as a learning tool to improve their speaking?

Interviewee: Many English teachers in TikTok will teach them both the wrong and correct pronunciation. And what I really like about TikTok is that you can listen to the word and repeat it as many times as you want until you achieve the correct pronunciation.

Researcher: Do you believe that TikTok can have a positive impact on English learners? How?

Interviewee: I truly believe in that. I highly recommend TikTok, especially if you want to learn English in a short amount of time while doing other things. Personally, I use TikTok with my students; they watch a video and imitate it, or if they are advanced, they just explain it in their own words, and if they don't have any "English speaker accounts," I provide them with a list of really good accounts.

Researcher: Well, thank you. Is there anything you would like to add?

Interviewee: No, thank you, and good luck to you.

Researcher: Thanks again for your time.