

The Investigation of Undergraduate EFL Learners' Viewpoints on Employing Tiktok as a Medium in Learning Speaking and Listening Skills

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Abstract

This research aims to explore the perception of English language education students at Universitas Hamzanwadi regarding the utilization of TikTok as a tool for improving the speaking and listening skills. This study employed quantitative survey-based approach with 165 participants from the second to eighth semester. To collect the data, the researcher distributed Google Form which containing a total of 21 statements: ten assertions focused on students' speaking skills and eleven statements focused on their listening skills. each statement was design to gauge students' perceptions of TikTok as a tool for enhancing these language skills. The participants responded the statements by the Likert scale; strongly agree, agree, disagree, and strongly disagree. The data analysis involved calculating the frequency and percentage of responses for each statement to determine overall trends in perceptions. The findings reveal that students perceive TikTok as an engaging platform for enhancing speaking skills, facilitating pronunciation and intonation learning, boosting confidence, motivating regular practice, expanding vocabulary, exposing them to various accents, and aiding fluency development. Moreover, TikTok was seen as beneficial for improving listening skills, particularly in understanding different accents, comprehending content at various speeds, offering diverse and engaging content, motivating practice, and enhancing overall listening proficiency. TikTok has shown potential as a valuable supplementary tool for language learning; however, its integration into formal educational settings requires further investigation. It may be beneficial to explore specific strategies for incorporating TikTok into curricula, such as using it for vocabulary building, cultural exposure, or student-generated content to enhance engagement.

Keywords: learning media, students' viewpoints, TikTok

INTRODUCTION

In today's globalized world, having effective communication is necessary for success in any career (Parupalli, 2019). Undoubtedly, successful communication requires speaking and listening abilities. Therefore, mastering these two skills is crucial for English language learners (Sabina, 2018). When communicating with others, those with speaking ability can generate words to convey ideas, information, and meaning (Miranda and Wahyudin, 2023). To interact with others and comprehend what is said during conversation, which is found in the majority of the activities that we carry out throughout life (Afriyuninda and Oktaviani, 2021), the ability to listen is equally vital (Demir and Tavail, 2021). Even though both of these skills are learned separately in English, speaking and listening skills are closely connected, as successful communication depends on one's ability to express thoughts clearly while also comprehend others.

Consequently, the English learners must master these abilities.

However, English learners have difficulty in mastering these two skills. They experience various challenges, especially in speaking competence. Most students are not confident or nervous when speaking (Paneerselvam and Mohamad, 2019; Putri and Nurjati, 2023) Regarding the fact that the students have difficulties in speaking, some of the problems they face are: poor grammar, lack of vocabulary, fear of making mistakes, difficulty with their dialect, lack of enthusiasm in speaking (Agustina, 2016). Apart from that, the lack of vocabulary is also an obstacle in learning speaking, (Alam and Ashrafuzzaman, 2018) causing students reluctant and frightened about making an error while attempting to practice their speaking inside and outside the classroom (Al-Hassaani and Al-Saalmi, 2022). Pronunciation problems are also one of the obstacles encountered by English language learners, making it difficult for them to utter sentences (Chand, 2021). Sahib and Burcu (2023) affirmed that another obstacle is the lack of motivation of the students which causes them not to be encouraged to practice their speaking.

Meanwhile, English learners also still face a variety of challenges in terms of their listening abilities. The primary issue with listening is speed (Ha and Ngo, 2021). Highly quick speech causes learners to struggle with translating the speaker's words into their native language (Thao and Long, 2022), which causes them to miss the next part of listening while still processing the previous section's meaning. Rahimirad and Moini (2015) further demonstrated that students' little exposure to real-world listening contexts contributes to their obstacle in identifying words in speakers' accents. Students also encounter difficulties with hearing since they come across unfamiliar vocabulary (Namaziandost et al., 2019; Nushi and Orouji, 2020), which makes them unsure of what they are hearing in foreign listening texts (Al-Nafisah, 2019). This indicates that listening comprehension is difficult for English-language learners.

Nevertheless, to overcome these problems, students can take advantage of technology, which has become a learning trend and is being used massively to learn English in this digital era. To improve listening abilities, the students can utilize Spotify which has much listening content, including songs and podcasts (Meisa, 2024). This application is highly recommended for use in learning because of its effectiveness in improving students' listening competence (Andriani et al., 2018). Students find studying with this platform to be an enjoyable activity (Suwarni et al., 2023), which is definitely not boring as learning while listening to music on the Spotify stimulates students' interest (Salsabila et al., 2021). In Addition, the Elsa application can also help students learn pronunciation, which helps them be more confident in speaking (Ginaya, 2018). Syafiq et al., (2021) also stated that to learn phrases, vocabularies, and idioms used in daily speaking, students can use YouTube. This platform can be accessed effortlessly without any special requirements and has subtitles to make it easier for students to understand what they hear. It can also be watched offline after downloading (Miftahulfadlik and Yunus, 2022).

Apart from that, one of the most famous social media platforms widely used currently as an educational medium to improve English communication skills is TikTok. With the assistance of this application, students can study English more enthusiastically as they obtain a new experience of learning through unconventional ways (Dewi, 2023). There are many engaging features in this platform that

encourage students to learn English, particularly in speaking (Afidah et al., 2021). TikTok Duet is one of the most intriguing features of this application to enhance pupils' speaking abilities (Pasaribu et al., 2022). Students can create a duet by collaborating with other content providers on their videos. TikTok also has a video-call feature that allows students and teachers to communicate directly. This method, according to Ikhsanudin and Purwoko (2022), can increase students' confidence in speaking. In addition, students can make videos without worrying about making mistakes in speaking because their teacher can provide feedback in the comments (Ferstephanie and Pratiwi, 2022). Therefore, using Tiktok to study English is an efficient way for learners to improve their English communication ability.

Many researchers have conducted studies related to TikTok. The prior research focused on the effectiveness of Tiktok in increasing the students' ability in English using the pre-experimental research (Herlisya and Wiratno, 2022). The result of a previous study revealed that learning English through Tiktok is highly effective. Some researchers have also conducted studies on students' perceptions of learning English in terms of specific skills, including vocabulary (Alshreef and Khadawardi, 2023; Alghameeti, 2022), pronunciation (Dewi and Arifani, 2021), and speaking (Rahmawati et al., 2023). The research was carried out using a qualitative approach and interviews as data collection techniques. Most students showed a positive attitude toward learning English through TikTok. However, most of the research has been conducted in junior and senior high school contexts. Studies on the perspective of undergraduate students in learning English through TikTok by implementing survey methodology are still limited, especially in Indonesia. Therefore, this study aims to answer following research questions.

1. How the college students respond to learning speaking competence through TikTok?
2. How the university learners view on learning listening skill through TikTok?

METHOD

By applying a quantitative approach, this study used a survey-based methodology. According to Ponto (2015), survey is collection of data or general thoughts from a sample of population through having them respond to questions. Therefore, this study is to assess and discern English department students at the University of Hamzanwadi about their perceptions of learning speaking and listening skills through TikTok. The selection of this setting is significant for several reasons. First, there has been no similar research in this university. Second, the diverse demographic of the student body provides a rich variety of perspectives on the use of TikTok as a learning tool. Additionally, conducting the study at this university facilitates easier data collection and engagement with participants. Furthermore, this research applied closed-ended questions to collect the data that was distributed through Google Form. The students were given three sections of the questionnaire. The first was to focus on collecting respondents' demographic data, such as their name, age, gender, and semester. The second and third questionnaires employed a Likert scale to assess students' perceptions of TikTok as a tool for enhancing their speaking and listening skills. The speaking questionnaire included ten statements, while the listening questionnaire comprised eleven statements. Respondents indicated their level of agreement by selecting from

the options: strongly agree, agree, disagree, and strongly disagree. Researchers removed neutrals so that the students could express their opinions. The neutral option allows participants to have no opinion.

To ground this study in theory, it is essential to review the concept of perception, particularly in the context of educational technology. Perception in this study refers to how students interpret and evaluate the effectiveness of TikTok in improving their language skills. Understanding these perceptions can help identify the potential benefits and drawbacks of using social media platforms for language learning.

This research also applied purposive sampling to obtain a sample of participants who met the criteria, such as using TikTok to learn English, currently studying at Hamzanwadi University, and majoring in English education. Of 497 students, 165 completed the questionnaire. The rest did not answer because they did not learn English using the TikTok. The 165 participants were students from second to eighth semesters. Fifty seven participants were from the second semester, forty nine from the fourth semester, thirty nine from the sixth semester, and the least was only twenty from the eighth semester.

Before distributing the questionnaires to the participants, researchers have ensured the validity and reliability using the IBM SPSS Statistics version 29.0.2.0 (20). Consequently, only ten of the twenty one items in the speaking questionnaire were reliable and valid. Of the twenty-three items in the listening questionnaire, only eleven items were valid and reliable. The number of ten speaking questionnaires items gives a Cronbach's Alpha value of 0.844, which is greater than 0.60. Therefore, it can be concluded that this data is reliable. Meanwhile the listening questionnaire with a total of eleven question items gives a Cronbach's Alpha value of 0.683. Even though the value is below 0.60, this figure is still considered sufficient to indicate that the instrument has an acceptable level of consistency in measuring the same concept. Furthermore, while collecting data, the researcher also went into each class to explain how to answer the questionnaire. The respondents also volunteered to answer this question.

RESULTS AND DISCUSSION

A total of 165 participants were included in this study. These data were taken from all English language education students from semester's two to eight. These data were also obtained by distributing a Google Forms to all English department students. Research on students' perceptions of learning speaking and listening skills in a college context remains limited. Consequently, it is essential to investigate this area further. Speaking and listening skills are often interrelated, as effective communication relies on the ability to both articulate thoughts clearly and understand others. By combining these skills in the study, we aim to capture the holistic nature of communication and how students perceive their development in both areas. This connection will be reflected in the instruments used, ensuring that the assessment of perceptions encompasses the integrated role of speaking and listening in everyday communication. Furthermore, the distributed questionnaire aimed to examine what students think about using TikTok in learning speaking and listening abilities. In the first part, there were ten statements about how the learners respond to utilizing TikTok in learning speaking skills. The results are shown in Table 1. The second part contained eleven statements related to students' opinions

regarding the use of TikTok in learning listening skills, which are illustrated in Table 2. Furthermore, the questionnaire was answered using a Likert scale.

Table 1. The undergraduate learners' view on using TikTok in learning speaking skill

No	Statements	Answers			
		Strongly Agree	Agree	Disagree	Strongly Disagree
1	TikTok provides an engaging platform for improving my speaking skills in English	10.9%	78.8%	9.1%	1.2%
2	I find it easy to learn pronunciation and intonation through TikTok videos.	17.6%	75.2%	1.8%	5.4%
3	Watching and imitating TikTok creators helps me feel more confident in speaking English.	22.4%	62.5%	3%	12.1%
4	TikTok encourages me to practice speaking English regularly.	10.9%	69.7%	4.2%	15.2%
5	TikTok enhances my vocabularies, phrases, idioms mastery to speak in English.	14.5%	72.2%	4.8%	8.5%
6	TikTok videos make learning English speaking more enjoyable compared to traditional methods.	15.8%	70.9%	4.8%	8.5%
7	I feel motivated to participate in English challenges or trends on TikTok to practice speaking.	12.1%	66.7%	3%	18.2%
8	I believe TikTok can help me improve my fluency in English speaking.	14.5%	69.2%	3.6%	12.7%
9	TikTok exposes me to various accents and dialects, helping me understand different English speakers.	17%	67.3%	4.8%	10.9%
10	I believe TikTok can be integrated into formal English language courses as a learning tool.	9.1%	70.9%	5.5%	14.5%
		Total: 100% (165 participants)			

The first statement refers to TikTok, which provides an appealing platform for improving students' speaking. The vast majority of respondents indicated in their responses that they thought TikTok offered a fascinating way to practice speaking. It can be seen from the table above that 10.9% or 18 people strongly agreed with this statement and 78.8% or 130 participants agreed. Meanwhile, only a very small number of students said they disagreed; only 9.1% disagreed and 1.2% strongly disagreed. This indicates that TikTok provides an engaging platform for students to improve their speaking ability. According to Ibrahim et al (2023), learning English from TikTok is more enticing than learning from textbooks because of the utilization of animation and graphics in the video. It also provides

students with fascinating and enjoyable text, audio, and visual content in along with a variety of easy-to-use functions, so the English learners do not get bored while learning English (Pratiwi et al., 2022).

The second claim is that TikTok videos make it simple for learners to improve their intonation and pronunciation. Students responded massively in the positive to this proposition. 75.2% of respondents agreed, while 17.6% strongly agreed. Furthermore, few of them did not agree to this statement. 5.4% strongly opposed and 1.8% disagreed. This demonstrates that pronunciation and intonation may be easily learned by student using TikTok. Students can learn pronunciation utilizing the TikTok application by participating in the pronunciation challenge. According to Pratiwi et al (2021), after taking part in this challenge, students' ability to pronounce words increased. The learners can also easily access this challenge because this application provides recommendations without having to search for them.

Third, watching and imitating content creators on TikTok can help students become more confident in speaking. Students answered that they agreed with a very large percentage, namely 84.9% or 140 people. A few students disagreed with this statement. Those who disagreed amounted to 15.1% or 25 respondents. This indicates that students can become more confident in speaking using TikTok by watching and impersonate content creators. It is related to Herlisya & Wiratno (2022), the TikTok app could encourage English learners to have more confidence in speaking, which allow them to be better English speakers.

The next assumption is that TikTok motivates learners to engage in frequent English-speaking practice. A large number of the respondents concurred with this statement. Of the students, 10.9% strongly agreed with this assertion and 69.7% concurred. Only 4.2% of the students expressed disagreement, while only 15.2% strongly disagreed. In conclusion, the majority of students concur that Tiktok can motivate them to practice speaking frequently. Students practice on a regular basis because they can watch videos, communicate with other students, and practice in an enjoyable way (Tran, 2023).

The fifth statement asked whether students could improve their vocabulary, phrases, and idioms for speaking by learning on TikTok. The results showed that 69.7% of respondents agreed and 10.9% strongly agreed. In contrast, only 8.5% and 4.8% of individuals demonstrated disagreement respectively. Respondents generally agreed with this statement. In correlation with this, Alshreef & Khadawardi (2023) claimed that TikTok made a major contribution to the students' improvement in English words because it offered varying levels of vocabulary. A study also by Alghameeti (2022) stated that learning English vocabulary through Tiktok is highly effective since it provides the learners with a variety of features that assist them to gain new words.

The following statement aims to investigate whether TikTok is more engaging way to learn English compared to the conventional method. The result revealed that 86.7% of the participants agreed with this statement. However, those who did not agree are only 13.3% of the learners. It implies that most of the students concurred with the assertion.

The seventh point is that TikTok can encourage students to take part in the English challenge so that they can practice their speaking skills. According to the findings, 66.7% of the students agreed and 12.1% strongly agreed. However, a very

small percentage of students disputed this assertion. Merely 3% were disapproved, with 18.2% strongly disapproving. This shows that the majority of participants concur that taking part in the English challenge on TikTok can increase their motivation to improve speaking. TikTok learning is incredibly interactive and useful because students have fresh experiences while learning a language, causing them to be more motivated to learn how to speak English (Ferstephanie & Pratiwi, 2021)

The eighth assumption is that TikTok can assist learners in becoming more fluent in English. The result demonstrated that the majority of the participants concurred. A total of 69.2% agreed with the statement and 14.5% strongly agreed. Conversely, a relatively small percentage of students disputed this assertion. A total of 12.7% strongly disagreed and 3.6% disagreed. This indicates that most students concur that using TikTok can help them improve as fluent speakers. According to Rahmawati et al (2023) by employing Tiktok’s drilling technique, students can increase their speaking fluency. To become fluent, the learners can pause their talk and do it over and over again or revise their video.

The ninth claim is that Tiktok can expose students to a range of dialects and accents, which will aid their understanding of different English speaker types. The majority concurred with this statement. According to the results shown in the above table, a total of 67.3% agreed and 17% strongly agreed. Of the respondents, 10.9% strongly disagreed and 4.8% disagreed. This implies that students agreed that TikTok can aid in their comprehension of various English dialects and accents.

The last point is that TikTok may be applied as a means of education in traditional classroom settings. Based on this remark, most students concur that TikTok can be utilized as a teaching tool in formal classroom settings. The statement was agreed upon by 70.9% and highly agreed by 9.1%. However, only 20% of respondents disagreed with this claim. This indicates that TikTok could potentially be employed as a learning tool in formal classrooms, as agreed upon by participants.

Table 2. The undergraduate learners’ view on using TikTok in learning Listening skill

No	Statements	Answers			
		Strongly Agree	Agree	Disagree	Strongly Disagree
1	The content on TikTok is helpful for learning how to listen in different accents.	20%	69.7%	2.5%	7.9%
2	I find it easy to understand the content on TikTok for improving my listening skill.	17.6%	72.7%	3%	6.7%
3	TikTok has improved my ability to comprehend English language in various level of speeds.	14.5%	71%	1.8%	12.7%
4	TikTok offers a variety videos related to listening materials that suits with different interest and learning styles.	10.9%	74.5%	6.1%	8.5%
5	Using TikTok has increased	17.6%	66.1%	3.6%	12.7%

	my motivation to practice listening skills.				
6	I believe TikTok is an effective tool for enhancing listening comprehension.	12.1%	74%	2.4%	11.5%
7	TikTok provides a fun and engaging way to practice listening skills compared to traditional methods.	12.8%	70.2%	1.8%	15.2%
8	I would recommend using TikTok for learning listening skills to others.	15.8%	69.7%	3.6%	10.9%
9	I find it easy to focus and pay attention to audio content on TikTok.	13.9%	69.7%	3%	13.4%
10	I have noticed improvements in my listening skills since using TikTok as a learning tool.	12.1%	74.5%	3%	10.4%
11	Overall, I feel that TikTok has positively impacted my listening skills development	13.9%	73.4%	3.6%	7.1%
Total: 100% (165 participants)					

According to the introductory statement, learners' capacity to adjust to native accents might be improved by watching the videos on TikTok. The results are that 115 respondents, or 69.7%, agreed, 20 percent strongly agreed, 2.4% disagreed, and 7.9% disagreed. This suggests that Tikok is a dependable tool to help pupils acquire the native accents. As stated by Aprian & Molo 2023), Students can improve their listening comprehension skills by using TikTok to learn further about how American and British native speakers pronounce their accents.

Subsequently, the second assertion discovered that the information on TikTok is easily understood, which helped to enhance listening abilities. There were relatively few replies (3%) who disagreed and 6.7% who strongly disagreed with the idea that TikTok can improve listening skills. 72.7% agreed and 29 students or 17.6% highly agreed. Consequently, it can be said that students may readily absorb the information offered on TikTok and that doing so enhances their listening comprehension. This is in line with Hongsa et al (2023) who stated that TikTok offers plenty of interesting and simple-to-understand video content and lets users pick up tips from native speakers.

The third claim is that TikTok can help students improve their ability to listen and comprehend spoken language at various tempos. According to the results, 71% of participants agreed, 14.5% strongly agreed, while the remaining participants (12.7%) disagreed and 1.8% strongly disagreed. The fact that more participants responded in agreement than disagreement suggested that TikTok can help students become more adept at dealing to the different speech speeds of English.

The next statement states TikTok caters numerous videos related to the listening topics that can cover different learning styles and desires. The results are 10.9% of respondents agreed, 74.5% strongly agreed, 6.1% disagreed and 8.5%

strongly disagreed. According to the results, more than half participants agreed that videos provided on TikTok can suit the students' learning styles and interest. Therefore, it can be concluded that the TikTok app can equip educational media. This is supported by Opas (2023) who discovered that all students take pleasure in using the TikTok app to learn English since it has a variety of features that can grab their interest and make it possible for them to keep watching the related lesson videos, including texts, music, and visual effects. Furthermore, Fitria (2023) found that using the TikTok app to learn English is a highly engaging and amazing experience since its creators not only offer explanations and examples, but also challenges that encourage students to put what we've learned into practice.

The fifth statement investigates whether TikTok can boost students' motivation to practice listening skills. The responses showed that 12.7% of students strongly disagreed, 3.6% disagreed, 66.1% agreed, and 17.6% strongly agreed. Most respondents stated that TikTok can elevate their learning motivation. In conclusion, students indicated that TikTok can level up their motivation to practice their listening skills. This is also in correlation with Natasya et al (2023). It was found, in their study, that TikTok significantly boost students' motivation towards learning. Furthermore, Hongsa et al (2023) stated that TikTok is a fun and stress-free learning tool for students who may improve their English language skills.

The sixth statement investigated students' perceptions of the effect of TikTok as a medium for improving listening comprehension. Based on the table provided above, 74% or 122 of participants agreed, 12.1% strongly agreed, 2.4% disagreed, and 11.5% strongly disagreed. It tells that most of the respondents agreed TikTok is effective learning tools that can develop listening comprehension. This is correlated with Mokoginta et al (2024) who found that TikTok application with its short videos successfully increase students listening comprehension.

The seventh claim is that, unlike the traditional method, TikTok come up with more joyful and interesting content that reduces boredom for listening practice. The findings showed that 70.29% of students agreed, 12.8% strongly agreed, 1.8% disagreed, and 15.2% strongly disagreed. This means that the respondents agreed that TikTok provides pleasure and a fascinating learning method for listening training. This is correlated with research conducted by R. Rahmawati (2022) who carried out researched the effects of TikTok in teaching listening. The result is that because the TikTok learning media is fun for learning listening, students understand listening audio more easily.

The eighth statement aims to find out whether using TikTok application as listening practice media is recommended or not. According the results showed above, 3.6% of respondents disagreed and 10.9% disagreed. However, the majority respondents in total number of 69.7% agreed and 15.8% strongly agreed. It can be then implied that TikTok is recommended to use for listening practice purpose. This relates to Gusmareky & Tambusai (2023) which investigates how educators feel about using TikTok as a listening-based learning tool. The result, TikTok's interest in language acquisition, particularly listening, led the teacher to conclude that the platform should be used as a tool for teaching listening. Laili (2023) Also stated that despite drawbacks including distraction from non-educational content and differences in the quality of educational content, Many students suggest adopting TikTok for English language learning,

The following statement examines the possibility of using TikTok for

listening practice, which can help individuals concentrate and pay attention easily. The results from the statement showed that 69.7% of the respondents agreed, 13.9% strongly agreed, 13.4% strongly disagreed, and 3% disagreed. From the responses given by the participants, it can be concluded that students agreed that they can effortlessly obtain focus and pay attention to the content provided on TikTok for listening practice. Because of TikTok's short clips, it encourages learners to concentrate on their listening lessons. This is also associated with Rizky and Setiawan (2024) who examined the effectiveness of using short YouTube videos as a teaching tool and discovered that its users could improve their listening abilities.

The eleventh statement examined if using TikTok for practice improved student listening performance. The results showed 12.1% of participants or 20 people strongly agreed, 74.5% agreed, 10.4% disagreed, and 3% disagreed, according to the information gathered. The findings above demonstrated that learners have achieved improvement after beginning to use TikTok for practice. This indicated that utilizing TikTok can improve students' listening skill. This is in line with research carried out by Perangin-angin et al (2021) which showed that learners' listening abilities can be enhanced by TikTok.

The last statement investigated whether TikTok has positively impacted students' listening skill improvement. The table findings above show that 13.9% or 23 people out of 165 respondents strongly agreed, 73.4% agreed, 7.1% strongly disagreed and 3.6% or six people disagreed. The results clearly demonstrated that most respondents agreed that TikTok positively affected their listening skills. It can be concluded that TikTok has a positive impact on students' listening improvement.

CONCLUSION

In conclusion, the findings of this study shed light on the perceptions of English language education students at the University of Hamzanwadi regarding the use of TikTok as a tool for enhancing speaking and listening skills. Regarding speaking skills, the majority of respondents acknowledged that TikTok provides an engaging platform for improving speaking skills in English. They found it easy to learn pronunciation and intonation through TikTok videos, and watching and imitating content creators on the platform helped them feel more confident in speaking English. Additionally, TikTok motivated students to practice speaking regularly, enhanced their vocabulary and idiomatic expressions, exposed them to various accents and dialects, and was perceived as an effective tool for improving fluency. Similarly, in terms of listening skills, participants recognized TikTok's usefulness in improving their ability to listen to different accents and comprehend content at various speeds. They found TikTok's content helpful and easy to understand, with a variety of videos catering to different interests and learning styles. TikTok was perceived as a motivating tool for practicing listening skills, offering a fun and engaging alternative to traditional methods.

However, it is essential to recognize that while TikTok can be beneficial, it should be used in conjunction with other language learning strategies and not as a sole method of instruction. Additionally, further research is needed to explore the long-term effects of TikTok on language acquisition and its integration into formal educational settings. Overall, TikTok represents a promising avenue for enhancing language learning experiences and fostering communicative competence among English language learners.

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