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Kurdish EFL Students' Perspectives on the Use of TikTok for Enhancing English Fluency

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Abstract

Social media platforms have become increasingly popular in daily life and are now used for purposes beyond entertainment, including language teaching and learning. In particular, TikTok has experienced rapid growth, exceeding one billion users in the past two years. The main aim of this study is to understand Kurdish EFL students' perceptions of TikTok as a tool for enhancing spoken English fluency. Data were collected through a 33-item questionnaire completed by 214 third- and fourth-year students from the Colleges of Languages, Education, and Basic Education at Salahaddin University. Participants were non-randomly selected based on relevance to the study focus; that is, eligibility to complete the questionnaire was restricted to students who confirmed that they used TikTok. The gathered responses were analyzed using SPSS software (version 27).

Findings indicate that students generally view TikTok as an engaging, flexible, and motivating platform that supports language fluency development. It was particularly effective in improving listening and oral fluency. However, its impact on speaking confidence and writing skills was limited, mainly due to short video formats and limited interaction opportunities. These limitations are significant, as confidence and writing are essential for comprehensive language proficiency and academic achievement. Overall, TikTok appears most beneficial when used as a supplementary resource alongside structured, output-driven learning activities.



1. Introduction

The emergence and rapid rise of social media platforms have significantly altered the way people share information, learn, and communicate. Amongst the recent ones, TikTok, despite being somewhat new compared to the other platforms, has attracted an exceptionally large number of users, exceeding the user base of the older platforms which had been existing years before TikTok, notably across younger demographics. Schellewald (2023, p. 1568) asserts that using the application became a habit in young adults' everyday lives, particularly after the coronavirus pandemic. The platform's short videos not only reformed the way that social media is used, but also proposed innovative possibilities in the educational context. Abdullah et al. (2023, p. 445) state that TikTok is a potential tool for learning and improving language skills. Although several studies have examined TikTok's impact on learning and improving the English language, some key areas remain underexplored. That is, existing research has mostly emphasized vocabulary acquisition or listening comprehension skills, while TikTok's influence on speaking fluency remains insufficiently analyzed. Furthermore, Rejeb et al. (2024, p. 5) confirm that the great bulk of literature is largely found in Western or Asian settings, with limited concentration on Middle Eastern or Kurdish EFL learners, who possess unique cultural background and learning traditions that construct distinctive experiences and outlooks when engaging with platforms like TikTok. They assert that most of the research conducted on TikTok was in the USA, China, and Australia. By examining the experience and perceptions of Kurdish EFL students at the university level, this paper aims to provide insights into TikTok's contribution to the development of spoken English fluency and answer the following questions:

1. What are Kurdish EFL students' experiences and perceptions of using TikTok to improve their English fluency?
2. Are the students more likely to improve fluency from language-based content on TikTok, or can more general (non-English learning) content also contribute?
3. Which aspects of English language fluency (e.g., pronunciation, vocabulary retrieval, interactive speaking skills) are most influenced by TikTok use?
4. What challenges are EFL students expected to face when trying to improve fluency through TikTok content?

2. Literature Review

2.1 Fluency

Studying oral fluency in psycholinguistics dates back to the early 1980s, since when different definitions have been provided for the term (Peltonen, 2023, p. 489). Chambers (1997, p. 535) indicates that although the term is usually used in the context of language teaching, its definition remains fluid. Lennon (1990, p. 388) asserts that fluency could be viewed from two different main angles; one is to understand fluency in a "broad sense," that is, as synonymous with the overall oral proficiency, and the other one is to deal with it in the "narrow sense," where fluency is only one independent element of oral proficiency and not all of it. Chambers (1997, p. 535) also declares that the term "fluency" is usually used interchangeably with oral proficiency, which is in line with Lennon's (1990, p. 388) "broad sense" of fluency. For Nation and Arevart (1991, p. 84), fluency is speaking in a language without hesitation. They believe that fluency is competently using the language knowledge an individual already possesses and is more about the flow and meaning of the spoken language rather than the accuracy of the grammatical arrangement of the language units. Additionally, Richards et al. (2002, p. 204) opine that to be fluent is to sound native by using aspects of speech like pausing, rhythm, intonation, and stress in a normal and natural manner while speaking. Ngoc and Dung (2020, p. 93) claim that every foreign language learner aims at obtaining fluency in the language, highlighting the importance of fluency development in the initial phases of language teaching. Understanding fluency requires not only its definitions but also a breakdown of its specific types, elements and key factors influencing it, which are discussed in the next sections.

2.2 Types of Fluency

Depending on the perspective and area of focus, fluency can be classified in multiple ways. Amongst others, two categories are discussed in this paper. Firstly, Segalowitz (2010, p. 46) identifies three types of fluency which are cognitive fluency, utterance fluency, and perceived fluency. Cognitive fluency refers to the ability to activate, organize and integrate the cognitive processes involved in the preparation for utterance, selecting proper vocabulary and generating a script for utterance, whereas utterance fluency is about fluency characteristics like pausing, repair, hesitation, and the temporal features a produced speech sample could have. Lastly, perceived fluency is the judgment the speaker's speech receives from listeners. Another classification of the types of fluency is to be fluent in the specific language skills, namely listening fluency, speaking (oral) fluency, reading fluency, and writing fluency (Bilge and Kalenderoglu, 2022, p. 28). Bilge and Kalenderoglu (2022, p. 28) declare that speaking fluency is connected with how smoothly the speech production processes take place in the mind, that is, a speaker could be considered fluent when they do not require much time and cognitive effort to produce speech. meanwhile the speaker's ability to smoothly process what is being said and comprehend the meaning, is regarded as listening fluency (Chang and Millet, 2013, p. 31). Unlike the two previously discussed types, Bilge and Kalenderoglu (2022, p. 28) refer to reading fluency as the speaker's ability to understand what s/he reading is. Dowhower (1991, p. 166) adds that to be a fluent reader is to read with expression; that is, not only to be aware of speed and accuracy, but also to take prosody into consideration and deal with it as a main element. Lastly, writing fluency, according to Hudson (2002, p. 65), is the ability to write effortlessly, accurately, and quickly. Despite some differences, it is noticed that "smoothness" is the key point shared amongst all four types of linguistic fluency. Taken together, each type of fluency contributes to overall language excellence, including both comprehension and expression, which leads to effective communication.

2.3 Factors Influencing Fluency

Having explored the basic elements of fluency, the next step is to understand the key factors that influence spoken fluency. Although it is essential for students to have enough linguistic competence in a language in order to be considered fluent, other factors closely tied to a student's fluency also play a significant role. Linguistic factors refer to the student's ability to string together proper vocabulary, formulate grammatically correct sentences, and articulate them with proper pronunciation (Vy et al., 2024, p. 37). Beyond linguistic competence, Putri et al. (2022, p. 1) identify eight additional major factors that contribute to speakers' fluency which are: sociolinguistic factors, bilingualism factor, exposure factor, frequency of input factor, developmental factor, age factor, psycholinguistic factor, and individual differences or personality factors. In addition to these factors, other factors also contribute to either supporting or hindering spoken fluency. For example, affective factors, which are psychological factors that either push the speaker towards fluency, or hinder his/her speaking skill (Vy et al., 2024, p. 38). According to Ngoc and Dung (2020, p. 95), fear of making mistakes, shyness, anxiety, confidence, and self-consciousness are common examples of affective factors. Rahayu (2022, p. 101) asserts that a fluent speaker needs to have enough confidence to speak without doubts and hesitations. In addition, performance factors are also significant in enhancing speaking fluency, which are the conditions that allow or push a student to perform well in speaking (Ngoc and Dung, 2020, p. 96). Providing sufficient preparation time for speaking is an example of performance factors. Patanasorn (2010, p. 16) finds it essential for students to be provided with ample preparation time prior to speaking in the class, as he believes that it helps them speak more confidently and fluently. Kellem (2009, p. 9) agrees and declares that the students are expected to experience a smoother cognitive process when they are certain that they will be given time for planning. Furthermore, cognitive factors seem to be equally important in fluent speech production. Levelt (1989, p. 25) explains, speech production consists of three main stages which are conceptualization, formulation, and articulation. A speaker needs first to think of and generate ideas in their mind, string a number of words into an appropriate grammatical structure, and eventually produce them. The more this process is repeated, the more fluent the speaker is

expected to be, as the process tends to become “automated” after several repetitions, resulting in higher-quality and more fluent speech production (Ngoc and Dung, 2020, p. 96).

2.4 Integrating Technology into Language Learning

There has been a noticeable shift in English language teaching and learning, as educators have been progressively including more use of technology in their classes to enhance students’ language abilities (Chen, 2024, p. 214). Particularly during the coronavirus pandemic, language teaching and learning witnessed a sudden shift from traditional instruction to distance learning (Zou et al., 2021, p.1). The use of technology in education has a long history, dating back to the fifteenth century when wooden paddles were utilized to learn and memorize verses, gradually advancing to the invention of Magic Lantern (a machine similar to today’s data projectors), radios, and videotapes, up to the emergence of personal computers and laptops in the last century (Richardson, 2024). Blake (2013, p. 62) highlights the importance of including technology in teaching and states that this inclusion enhances students’ communication skills by allowing them to connect with their colleagues on Learning Management Systems (LMS). Moreover, Budiarta and Akmar (2024, p. 34) acknowledge that social media, namely TikTok, offers a variety of strategies to assist students in enhancing their learning process by creating a motivating atmosphere. With all the drawbacks that using technology in the class might bring, Hussain et al. (2024, p. 26) expect that teachers are still able to exploit it and seek to reduce its limitations and escalate its benefits.

2.5 TikTok

TikTok is an online platform for sharing videos, founded in China by Zhang Yiming (Atkin, 2021). According to Atkin (2021), Yiming is the founder of the ByteDance company, which was first established in 2012 and released an application in September 2016 named Douyin; which was soon converted to TikTok at the beginning of 2017. The application was made available all over the globe after it was combined with Musical.ly (a less popular social media platform) in 2018 (Le, 2023, p. 11). Although the application was initially created for entertainment purposes, it attracted the attention of people from different majors and was used for many other purposes, including language learning and teaching. Regarding its use in the area, Al-Samawi (2024), the general supervisor of the Digital Media Center (DMC), claims that the number of TikTok users in Iraq went beyond the followers of other common platforms and jumped from 23.88 million in 2023 to 31.95 million by February 2024, which is 69.04% of the country’s entire population. According to Shafaq News (2024), this percentage represents 88% of the community that uses the internet. This rapid growth indicates TikTok’s dominance in Iraq’s digital landscape, making it a significant platform for understanding social media influence and language engagement in the country.

2.6 TikTok’s Potential for Language Learning

Romsi et al. (2023, p. 153) declare that TikTok can serve as an educational resource. English language teachers have the opportunity to harness the application’s short videos to provide the students with an engaging and immersive learning experience, making the content more understandable in a shorter time, as well as improving their receptive and productive skills (Romsi et al., 2023, p. 153). Due to the informal learning experience, the students would be less stressed and more motivated while learning and practicing a new language through the use of social media platforms, especially TikTok (Onn et al., 2024, p. 112). According to Hardy (2024), the application’s algorithm exploits artificial intelligence (AI) to provide each and every user specific and personalized content. That is, when a user constantly searches for English language learning videos, the application will almost always offer such content exclusively. In addition, Aisyiah and Erizar (2023, p. 385) assert that the students can create groups on the platform and try to collaboratively answer difficult questions and work on tasks and video projects that have been assigned by their teacher. Moreover, Jah et al. (2024, p. 108) explain that the students have the opportunity to save and rewatch the videos whenever they feel like doing so. They believe that this

could help the students in different ways. Firstly, rewatching the videos lets the students have a deeper understanding of the content and recall what they have learnt better. After that, the students might not always have plenty of time to watch the video, so they can save the video and watch it when they are free. Despite creating an exciting learning experience and serving as a bank of language content, Ibrahim et al. (2023, p. 355) explain that learning on TikTok also exposes the students to authentic language, which is used by native speakers in everyday life. Maretha and Anggoro (2022, p. 2) demonstrate the potential of TikTok to make and keep students motivated in learning the language. Additionally, due to watching a wide variety of audio-visual content presented on TikTok, the students would possibly gain confidence in using the language (Maretha and Anggoro, 2022, p. 2).

What is more, unique opportunities could be found on TikTok and harnessed to improve the different aspects of language. Taking into account the fact that TikTok provides more input as compared to output opportunities, listening comprehension seems to be the most improved area. Gusmareky and Tambusai (2023, p. 29879) assert that when practicing listening on TikTok, the students are engaged in a dynamic and attention-catching activity which keeps them on their learning routine. Contreras et al. (2025, p. 825) indicate that a diverse range of creators post their English content on TikTok which is highly valuable in familiarizing EFL students with different accents and speech patterns. Notably, Afidah et al. (2021, p. 52) declare that the use of TikTok is exceptionally important in providing students with enough assistance to enhance their micro-listening skills like understanding short forms, casual expressions, and connected speech. Briefly, using TikTok seems to help improve the students' listening skills by exposing them to a variety of accents and authentic spoken interactions. Concerning speaking skill improvement on the other hand, Sarkila et al. (2024, p.1) declare that there is plenty of English learning content posted on TikTok that could help the students speak the language fluently. For example, short videos about the meaning and pronunciation of specific words, as well as conversations in English about different topics. Sarkila et al. (2024, p. 1) claim that the students not only receive the information passively but are also engaged with it enthusiastically. Moreover, Asyrofi and Wati (2024, p. 60) assert that using TikTok has immediate positive effects on advancing the students' overall speaking skills, as it allows the students to receive maximum language input and motivates them to use the language confidently.

2.7 Challenges of Learning and Improving Language via TikTok

Although it has been argued that integrating TikTok into English language learning offers great chances for learning English in an easy, fun, and quick way, it also has some drawbacks which need utmost care from both teachers and the students (Mohd Zuraini et al., 2024, p. 186). The students' mistrust in the content of some videos posted on the platform is among the most common challenges. Since TikTok was initially created for entertainment purposes, Mohd Zuraini et al. (2024, p. 197) express their uncertainty about the reliability and truthfulness of the information received from the application. In a similar vein, Duan (2023, p. 130) reveals doubts regarding the educational or language learning video makers. He claims that he has frequently noticed some errors made by the video publishers that are corrected by some other people in the comment section. He acknowledges that the students remain unsure about the knowledge or teaching qualifications of neither the ones who post the videos nor the ones who correct errors in the comments. Moreover, Sarkila et al. (2024, p. 3) state that the students cannot confidently depend on the information they receive on TikTok due to the nature of the platform, where everyone is allowed to create and post educational videos without being qualified by the application. This makes the students uncertain about the accuracy of the information. In addition to that, Zamharir et al. (2024, p. 11) alert educators about the content appropriateness of the videos posted on TikTok, as they claim that the inappropriateness exceeds curse and swear words and goes all the way to the level of semi-pornographic content. Despite the application's strict filters against such publications, some content creators still succeed in posting such videos. Digital distraction is another major challenge the students face when using TikTok for language learning and improvement. Lin et al. (2023, p. 291)

demonstrate that the students who utilize the application usually get distracted by other content. That is, they open the platform with learning or improving their language skills in mind; however, they receive other entertainment and fun videos which consume their time and they end up not having improved enough in their language. Sarkila et al. (2024, p. 1) suggest that the students need to try to exploit their screen time and attempt to exclusively view English learning related videos while using the application.

2.8 Previous Studies

Due to TikTok's rapid rise in popularity over the past two years, several studies have been carried out to explore the influence of the platform on students' language skills. Since the main concern of this paper is the students' oral productive skill, the following previous studies are reviewed, compared, and thematically organized.

Onn et al. (2024) implemented a quantitative study regarding the influence of TikTok on learning English, entitled "**Exploring the Potential of TikTok as a Supplementary Tool for English Language Learning among Students.**" The number of participants who took part in the study was 150 at Teknologi University in Malaysia. A questionnaire was utilized as a tool for collecting data from the participants. The main aim of the study was to explore the importance of TikTok in promoting students' English language as a second language. The results demonstrated that the participants were really interested in having TikTok as a tool through which they could comfortably enhance their English language skills without being annoyed.

Meanwhile, in the exploratory qualitative study by Graciela et al. (2023), under the title "**TikTok as a Learning Strategy for English Language Proficiency in Higher Education,**" 50 Mexican students were assigned to create English conversation videos throughout their course to practice and improve their speaking skills. The students were then required to complete a questionnaire to reflect on their experience and take part in a focus group interview to further discuss their perspectives. The results of the study revealed that the students' speaking skill significantly improved through practicing with TikTok video recordings. The researchers concluded that the short videos on TikTok boosted the students' confidence to speak in English and increased their language clarity due to authentic language exposure. Unlike the findings of the study by Lin et al. (2023), Graciela et al. (2023) declare that learning English on the platform enhances social interaction among the students by enabling them to communicate from a distance and whenever they intend.

Although Romsis et al. (2023) conducted a qualitative study with a title similar to that of the recent study "**Unleashing English Fluency: Harnessing TikTok's Power for Speaking Skills,**" they collected both teachers and students' voices through face-to-face interviews regarding their viewpoints on the platform's potential in improving the students' English language speaking. While the students had similar perspectives to the participants of the recent study, that is, the students reported that they enjoyed learning English on TikTok and that their vocabulary and pronunciation had improved the most compared to the other language skills and areas, the researchers asserted that the application had made interaction between the students and native speakers possible. Regarding the data collected from the teachers, the findings imply that the teachers also held positive perspectives, as they expressed that they had integrated TikTok into their classes and used different strategies to exploit TikTok's potential to improve the students' overall English speaking, specifically English spoken fluency.

Lastly, the qualitative study carried out by Lin et al. (2023) under the title "**Problems Faced by the EFL Students in Implementing TikTok as a Speaking Learning Medium**" collected intensive data from five students through semi-structured interviews, aiming to investigate the main expected issues Indonesian students may encounter while using TikTok to improve English-speaking skills. The findings of the study concluded that the most common challenges the students experienced while using TikTok to improve their English language speaking were distraction by unrelated videos, limited length of the videos, and lack of social interaction.

Taken together, the studies reviewed align with the current study's findings; that is, on one hand, emphasizing the role of TikTok in enhancing the students' overall speaking fluency while, on the other hand, presenting challenges like distraction and limited length of the videos. This consistency underlines TikTok's impact on the students' English-speaking improvement across various demographic profiles. Despite this alignment, unlike previous research, the present study focuses specifically on EFL students in Iraq, exploring their unique perceptions and lived experiences with TikTok as a language learning tool, thus providing context-specific findings that contribute to a more detailed understanding of TikTok's influence in a less-studied context.

3. Methodology and Data Collection

This study employs a quantitative research design. To collect the data, a self-administered agreement scale questionnaire was utilized (see Appendix A), which was adapted from Eslit (2023), Onn et al. (2024), and Susanto and Suparmi (2024). The questionnaire comprised 33 items, 31 of which were distributed across five dimensions, measured using a Likert scale, while the other two had multiple responses. To achieve the objectives of the study, the sample was taken from the third- and fourth-stage students in the English departments of the Colleges of Languages, Education, and Basic Education at Salahaddin University-Erbil for the academic year 2024-2025 (morning classes). Out of 538 students, 382 students were approached, 291 of whom reported using TikTok and 229 of them completed the questionnaire. The students were non-randomly selected, as only the students who used TikTok were eligible to complete the questionnaire. Table (1) demonstrates the sample taken in detail.

Table (1) Detailed Breakdown of the Target Population and the Sample Taken

Target Population	538 students
Students approached	382 students (71% of the target population)
Students who reported using TikTok	291 (76% of the students approached)
Students who completed the questionnaire	229 (78% of the students using TikTok)
Questionnaires excluded	15 (due to improper answering)
Valid questionnaire for analysis	214

3.1 Validity and Reliability

To ensure the validity of the questionnaire, three types were considered: content, construct, and face validity (Ayodele, 2012, p. 392). A panel of eight experts in applied linguistics reviewed the instrument. Based on their feedback, several modifications were made, including rewording ambiguous items for clarity, aligning question phrasing with the study's objectives, and adjusting the order of items to enhance logical flow (see Appendix B). This process ensured that the questionnaire effectively captured the constructs intended for investigation.

To establish reliability, internal consistency was assessed using Cronbach's alpha. The overall coefficient for the questionnaire was 0.831, which, according to Taber (2017, p. 1279), indicates a high level of reliability. This result confirms that the questionnaire items were consistently measuring the same underlying construct across participants.

4. Results and Discussion

The questionnaire responses are presented as percentages, along with their means, standard deviations, and agreement rates, which have been analyzed and interpreted. Microsoft Excel was used to calculate the agreement rate, as well as the sum and average of the means, while SPSS software (version 27) was utilized to compute the means, standard deviations, and all the other calculations required.

Table (2) Gender Breakdown of the Population/Sample Taken

Gender/subjects	Male	Female	Total
Students approached	103	279	382
Students reported using TikTok	78	213	291
Students completed the questionnaire	44	170	214

As demonstrated in Table (2), a total of 382 students were approached (103 males and 279 females). Among them, 78 male students (75% of those approached) and 213 female students (73% of those approached) reported using TikTok, indicating a nearly equal percentage of usage across both genders.

Table (3) TikTok Usage Time Amongst the Students

Usage time/day	Number of Students	Percentage
Less than 30 minutes	48	22.4%
30 minutes to 1 hour	63	29.4%
1-2 hours	51	23.8%
More than 2 hours	52	24.3%

Regarding the platform's daily usage time among the participants, the distribution in Table (3) suggests that most of the students (29.4%) use TikTok for at least half an hour per day. Additionally, almost a quarter (24.3%) reported using TikTok for more than two hours, while 23.8% spent between one and two hours, both reflecting a high level of engagement. Meanwhile, 22.4% of participants use the app for less than half an hour each day.

4.1 Perceived Improvement in Language Skills/Areas

Table (4) presents the respondents' perceptions regarding the language skills they believe have improved the most through using TikTok. The results reveal notable variations in perceived improvement across different language areas.

Table (4) Perceived Improvement in Language Skills/Areas Through the Use of TikTok

Skills& areas/ Scales	Never	Rarely	Sometimes	Usually,	Always	Mean	SD	Perceived Improvement (%)
Listening	7.9%	6.1%	28%	35.5%	22.4%	3.58	1.138	71.6%
Speaking	6.5%	22.4%	31.3%	26.6%	13.1%	3.17	1.119	63.4%
Reading	14%	17.8%	30.4%	24.3%	13.6%	3.06	1.236	61.2%
Writing	37.9%	29.4%	21%	6.5%	5.1%	2.12	1.143	42.4%
Pronunciation	2.8%	11.7%	22.9%	30.8%	31.8%	3.77	1.104	75.4%
Vocabulary	1.9%	7.5%	22.4%	31.3%	36.9%	3.94	1.031	78.8%
Grammar	12.1%	22.9%	30.8%	17.3%	16.8%	3.04	1.252	60.8%

Starting from the highest perceived area, vocabulary, with the 3.94 mean (78.8% agreement rate), comes first. A combined 68.2% of the participants selected usually or always (31.3% and 36.9% respectively) for improving vocabulary through using TikTok. This aligns with TikTok's nature as a visual and fast-paced platform, which often exposes users to new and varied lexical items in context. Following vocabulary, pronunciation holds the second highest mean of 3.77 (75% agreement rate), with 62.6% of the respondents selecting usually or always (30.8% and 31.8% respectively).

The next two in line are listening and speaking with mean scores of 3.58 (71.6% agreement rate) and 3.17 (63.4% agreement rate) respectively. Likely due to the audio-visual nature of TikTok content, listening skill was perceived as positively impacted, with 35.5% of the participants choosing "usually" and 22.4% choosing "always," supporting the notion that regular exposure to English spoken content enhances the students' listening comprehension. While speaking also had a moderate mean score, fewer students reported high levels of improvement (26.6% selected usually and 13.1% selected always) compared to listening as a receptive skill, reflecting the fact that active production of speech is less commonly practiced on TikTok. That is, either the students have to create and publish their own content, join live speaking sessions on the platform, or practice speaking with the "duet" videos on their own.

Unlike listening and speaking, grammar, reading, and writing are less impacted. Reading and grammar have similar mean scores of 3.06 (61.2% agreement rate) and 3.04 (60.8% agreement rate) respectively. This must be due to the limited opportunities for the users to be exposed to text input, which could be found only in the comments or captions. However, there is a noticeable number of grammar explanation videos posted on the platform. Having explored the more influenced areas, writing with the lowest mean score of 2.12 (42.4% agreement rate), is the least improved language skill, where TikTok's impact is far less evident. Only 11.6% of the respondents selected usually or always. Since TikTok is a primarily video-based platform with rare writing practice opportunities, the participants felt their writing skills were least improved through its use. Upon reviewing the standard deviation rates, TikTok seems to consistently improve the pronunciation and vocabulary of the students, while considerable variation is noticed regarding the perceptions of reading, writing, and grammar. These results suggest that TikTok is perceived by the students to most effectively improve receptive and oral fluency-related skills, specifically vocabulary, pronunciation, speaking, and listening. In contrast, reading, writing and grammar showed lower levels of perceived improvement, likely due to the platform's nature and focus on visual content.

4.2 The Use of TikTok in Language Learning and Development

The data in Table (5) presents the participant's perceptions of TikTok's role and its influence on their overall English language learning. Each statement in Table (5) and the next three tables (6, 7, and 8) is rated on a Likert scale (1 strongly disagree, 2 disagree, 3 undecided, 4 agree, and 5 strongly agree), with the mean (M), standard deviation (SD), overall agreement rate for each item, and the average of the overall positive (agree, strongly agree), neutral (undecided), and negative (disagree, strongly disagree) responses provided.

Table (5) The Students' Perspectives Regarding the Use of TikTok in Language Learning and Development

Statements/Rates	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	M	SD	Rate
	2.21%	11.45%	26.51%	42.06%	17.75%			
	13.66%			59.81%				
1. TikTok increases my confidence in speaking English.	5.1%	13.6%	25.7%	47.2%	8.4%	3.40	0.996	68%
2. Using TikTok makes English language learning more enjoyable.	0.5%	5.6%	9.8%	52.8%	31.3%	4.09	0.820	82%
3. TikTok provides authentic (natural) exposure to English language and culture.	1.4%	13.6%	38.3%	32.7%	14%	3.44	0.942	69%
4. Using TikTok helps me stay motivated to learn English.	0.5%	12.6%	20.6%	47.2%	19.2%	3.72	0.932	74%
5. TikTok helps me learn English at my own pace, in a more personalized and self-directed way.	2.3%	6.5%	28%	42.1%	21%	3.73	0.945	75%
6. Using TikTok enables me to learn the English language quickly.	2.3%	12.1%	24.3%	43%	18.2%	3.63	0.993	73%
7. I find TikTok to be flexible for English language learning, allowing access anytime and anywhere.	2.8%	14%	25.2%	38.3%	19.6%	3.58	1.044	72%
8. TikTok assists me in overcoming language barriers and connect with English-speaking communities.	2.8%	13.6%	40.2%	33.2%	10.3%	3.35	0.936	67%

From the results presented in Table (5), it could be interpreted that the students generally hold a positive perspective of TikTok as a platform for language learning. With the highest mean score of 4.09 (82% agreement rate) in the above table and over all the Likert scale items in the questionnaire, it could be concluded from item number 2 that most of the participants enjoy learning English on TikTok, with a combined 84.1% of the participants selecting the positive scales (52.8% agree and 31.3% strongly agree) for the item, supporting TikTok's entertaining nature which makes language learning more engaging and energizes the language learners to interact with the language more frequently. With the second highest mean score of 3.73 (75% agreement rate), item number 5 comes next, indicating the students' high appreciation of the personalized learning on the platform. And with just slightly lower means of 3.72 and 3.63, item numbers 4 and 6 follow respectively, implying that TikTok is a highly motivational and quick platform for language learning. Subsequently, item number 7, which is concerned with the platform's accessibility (allowing access to content anytime and anywhere), and item number 3, which is concerned with authentic exposure to language, with mean scores of 3.58 (72% agreement rate) and 3.44 (69% agreement rate) respectively, yield the next highest agreement amongst the participants.

However, while items 1 (increased speaking confidence) and 8 (overcoming language barriers), which hold mean scores of 3.40 (68% agreement rate) and 3.35 (67% agreement rate), seem to be generally positive, they are the two lowest rated items in the table, indicating TikTok's limitation in addressing productive skills such as speaking and meaningful interaction. To conclude, TikTok is generally recognized as an enjoyable and supportive platform for language learning, specifically for its flexibility, highly motivational nature, and authentic content. Yet, its capacity to improve its users' spoken English and communicative abilities seems to be limited when implemented without supplementary support.

4.3 Perceived Improvement in Spoken English Fluency

The data outlined in Table (6) indicate that TikTok is perceived as an effective platform for improving different aspects of English language fluency, especially vocabulary development, understanding idiomatic language, and listening comprehension.

Table (6) Perceived Improvement in Spoken English Fluency

Statements/ Rates	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	M	SD	Rate
	2.7%	10%	22.6%	41.9%	22.8%			
	12.7%		22.6%	64.8%		3.72		74%
1. My English language via TikTok would be clear and understandable .	2.3%	10.7%	30.8%	41.6%	14.5%	3.55	0.947	71%
2. Using TikTok enhances my listening comprehension skills through exposure to various English speakers with different accents .	2.8%	12.1%	18.2%	46.3%	20.6%	3.7	1.019	74%
3. TikTok helps improve my spoken English by providing practical examples and interactive content .	2.8%	8.4%	25.2%	47.2%	16.4%	3.66	0.945	73.2%
4. TikTok assists me in practicing pronunciation and intonation by mimicking (imitating) native speakers .	3.7%	10.3%	24.8%	37.9%	23.4%	3.67	1.06	73.4%
5. The diverse range of TikTok videos helps me understand and use the idiomatic expressions in English.	1.9%	10.3%	17.8%	40.7%	29.4%	3.86	1.017	77.2%
6. TikTok helps expand my English vocabulary , enhancing my fluency in everyday conversations.	2.8%	7.9%	18.7%	37.9%	32.7%	3.9	1.039	78%

Amongst the six items, items number 6 and 5, with mean scores of 3.9 (78% agreement rate) and 3.86 (77.2% agreement rate), have received the highest frequency of positive responses amongst the participants, implying that regular exposure to everyday spoken English in a number of different contexts assists the learners in acquiring new words and phrases, improving fluency in real conversations.

Similarly, the participants had positive ratings for item number 2, with a mean score of 3.7 (74% agreement rate), where a combined 66.9% of the participants selected agree or strongly agree, indicating that their comprehension of different accents has improved due to the fact that the platform provides natural exposure to different English accents and styles.

Moreover, the responses were equally favorable for items number 4 and 3 (with mean scores of 3.67 and 3.66 respectively), as 73.4% of the respondents believed that mimicking native speakers on TikTok enhances their pronunciation and overall spoken fluency, and 73.2% declared that using the platform contributes to their spoken English improvement through practical and engaging content, due to the interactive nature of the platform, where learners can practice speech patterns to develop a more native-like spoken style. Lastly, although item number 1 received the least agreement rate, with a mean score of 3.55 (71% agreement rate) in the table, more than half (56.1%) of the participants agreed or strongly agreed (41.6% and 14.5% respectively) that TikTok helped make their English language clearer and more understandable, indicating generally positive perspectives. Overall, the results support the notion of TikTok positively influencing smoother listening comprehension and English spoken fluency. Despite the positive reflection in the students' responses, the results also suggest integrating active speaking practice to maximize the benefits that the application might provide.

4.4 The Content Viewed on TikTok

Table (7) presents details on the content available on TikTok, specifically exploring how easily relevant materials can be found, whether students of all language levels can benefit, and whether actively searching for 'English learning videos' is required for language improvement or if passive exposure through random scrolling is sufficient.

Table (7) The Content Viewed on TikTok

Statements / Rates	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	M	SD	Rate
	3.9%	14.3%	26.0%	39.6%	16.4%			
	18.1%			56.0%				
1. I find TikTok content accessible for learners of all English levels.	5.1%	14%	27.1%	39.3%	14.5%	3.44	1.063	68.8%
2. I can find relevant English learning materials on TikTok easily.	3.3%	11.7%	18.7%	50.5%	15.9%	3.64	0.991	72.8%
3. I purposefully search for English language learning videos on TikTok.	4.2%	20.1%	20.6%	35.0%	20.1%	3.47	1.145	69.4%
4. I feel my exposure to non-English learning videos also improve my English language fluency.	2.8%	11.2%	37.4%	33.6%	15%	3.47	0.972	69.4%

Item number 2 holds the highest mean score of 3.64 (72.8% agreement rate), indicating that language learning materials could be easily found on the platform, marking TikTok as a useful source for language learners. The ease of finding relevant language learning content stems from the algorithm of TikTok, which provides a personalized “For You” page based on the user’s engagement with the application.

Regarding items number 3 and 4, which were designed to understand the students’ use and exposure to two contrary aspects of the content of the TikTok videos, that is, whether the students’ random scrolling is sufficient for fluency improvement or whether purposeful searches for related content are necessary, both items yielded the same mean score of 3.47 (69.4% agreement rate); however, the standard deviation values were 1.145 for item number 3 and 0.972 for item number 4, suggesting great variability in responses for item number 3, yet more consistent responses for item number 4, indicating that not all the users engage with the platform purposefully, but more of the participants benefit from incidental language input from other content, rather than intentional searches for English learning materials.

Finally, although a mean score and agreement rate of item number 1 (3.44 mean and 68.8% agreement rate) are the lowest in the table, they are just slightly less than the other three items’ results. A mean score could be considered relatively positive, indicating that most of the students are able to find English content videos that align with their own current level of the language. While the standard deviation of 1.063 reflects a degree of variation in the responses, implying that the accessibility for different language levels may not be equally experienced by all the learners.

Table (8) TikTok Video Content View

Content	Percentage
Entertainment	37%
English language learning	28%
Tutorial	16%
News	14%
Other	5%

As illustrated in Table (8), the views of different TikTok video content seem to be distributed among a number of categories. With the highest percentage of 37%, TikTok videos with entertainment content are the most viewed by the participants of the study, reflecting TikTok’s main focus on trends, humor, and engaging content. While English language learning content, with 28% of the participants’ responses comes next, suggesting a significant interest in language-based general conversations on the platform. After English, 16% of the participants reported watching tutorial videos on TikTok, revealing their inclination towards instructional content to build different skills. In addition, 14% of the participants stated that they watched news-related content, that is, using TikTok as a source of information and updates. Lastly, the “others” category represents 5%, which included religious content, sports, learning other languages (French, Turkish), psychology, and book and movie reviews. This distribution among the students highlights TikTok’s role as both a source of entertainment and a growing educational, in this context language learning, platform.

4.5 Challenges in TikTok Assisted Language Learning

The data presented in Table (9) demonstrates the key challenges that the students encounter while using TikTok to improve their English language.

Table (9) Challenges Students Face When Using TikTok to Improve Their English

Statements/ Rates	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	M	SD	Rate
	11.68%	23.85%	29.9%	24.53%	10.05%			
	35.53%			34.58%		2.97		65.9%
1. I find it difficult to fully understand the content of the short videos.	17.3%	29.9%	22%	25.7%	5.1%	2.71	1.174	54.2%
2. I only find limited interaction opportunities on TikTok.	8.4%	27.6%	36.4%	23.4%	4.2%	2.87	1.001	57.4%
3. The informal language on TikTok may not always align with formal English learning objectives.	3.3%	16.4%	28.5%	38.8%	13.1%	3.42	1.017	68.4%
4. Watching videos on TikTok makes me anxious to speak in English due to the fluency of the English speakers in the videos.	25.7%	29%	26.6%	14%	4.7%	2.43	1.152	48.6%
5. I often get distracted by content unrelated to English learning.	11.2%	23.8%	27.6%	18.7%	18.7%	3.1	1.273	62%
6. I find the content of certain videos on TikTok inappropriate and odd in our culture.	4.2%	16.4%	38.3%	26.6%	14.5%	3.31	1.043	66.2%

According to the data obtained in item number 4, with a mean score 3.42 and 68.4% agreement rate, the most common challenge among the students was the mismatch between the students' formal learning objectives and the casual and informal nature of the videos posted on TikTok. That is mainly due to the fact that TikTok is not specifically a language-learning application but rather a platform for entertainment, the content of which is referred to as "edutainment" by Blynova et al. (2024). While it is preferred by the students to enjoy and learn simultaneously, such content may not always align with or serve the formal language objectives that the students are expected to achieve during their studies.

The second major issue associated with the use of TikTok for language learning is the inappropriateness of some of the TikTok videos within Kurdish cultural norms, as illustrated in item number 6, with a mean score of 3.31, a 66.2% agreement rate, and 41.1% of the participants selecting agree or strongly agree (26.6% and 14.5% respectively). The next challenge the participants of the study reported experiencing was distraction by content unrelated to English, with a mean of 3.1 and a 62% agreement rate. This is heavily dependent on the students' use of the application, as TikTok's algorithm is constructed to maximize engagement through providing the content that the user follows, searches for and engages with the most. When the users are not committed to following language learning related content, they usually find themselves sidetracked by other entertaining content.

Following that, the limited opportunity for interaction yielded a 2.87 mean score (57.4% agreement rate), indicating that the platform does not provide sufficient chances for interactive virtual

conversations. Despite the fact that TikTok exposes its users to authentic content, the lack of two-way engagement decreases the platform's effectiveness in improving the overall productive language skills. In addition to these challenges, another concern was the length of the TikTok videos, as presented in item number 1 with a mean score of 2.71 and a 54.2% agreement rate. A combined 30.8% (25.7% agree and 5.1% strongly agree), which is almost one third of the participants, agreed that their comprehension of the TikTok videos was decreased due to their shortness, leading to a reduction in educational value. Lastly, item number 4, anxiety caused by comparing oneself to fluent speakers on the platform, was the least reported, with a mean score of 2.43 and a 48.6% agreement rate. Less than half of the students seem to feel discouraged when watching native or close-to-native speakers, which might impact their confidence and willingness to use the language. Considering the SD rates across the different items in the table, it could be concluded that the students hold relatively varied views on TikTok's challenges for language learning, with agreement on certain issues but significant differences in experiences with distractions and content clarity.

5. Conclusions and Recommendations

This study reviewed Kurdish EFL students' perceptions of TikTok as a tool for enhancing English fluency. The participants of the study perceived the combination of entertainment and language-learning videos as a profound and authentic resource of language input, significantly supporting their vocabulary range, pronunciation practice, and listening comprehension, as well as refinements and improvements in their spoken English fluency. The participants of the study reported that they used the application from at least half an hour up to more than two hours daily.

Findings suggest that the engaging and flexible nature of TikTok increases the students' motivation for language learning and enables autonomous learning anywhere, at any time. From the results obtained, the students appreciated the applications' provision of personalized content, aligning with their language needs and level. However, the passive consumption of video content limits improvements in the students' production skills. Additionally, the mismatch between the students' formal objectives and the informal, rather entertaining nature of the platform, as well as regular distraction by unrelated videos were amongst the common concerns across the participants.

Taking these benefits and drawbacks into consideration, TikTok could be exploited as a secondary rather than a primary tool for language learning. To maximize the platform's strengths, teachers could provide TikTok-based assignments such as duet speaking-exercises or video-creation projects that emphasize output and interaction. Careful selection of high-quality and appropriate content, as well as directing the students toward reliable content creators are also recommended to effectively contribute to preventing the students' exposure to unreliable or inappropriate content. Lastly, to gain effective use of TikTok for educational, especially language learning purposes and ensure that the time invested in such projects results in meaningful language development, future research could examine the long-term effects of TikTok's and other platforms' structured use.

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Appendix (A)

The Questionnaire

Dear Participant,

Thank you for taking the time to participate in this survey. This questionnaire is part of a research study entitled “**Kurdish EFL Students' Perspectives on the Use of TikTok for Enhancing English Language Fluency**” aimed at exploring the influence of TikTok on university students' English language fluency. Your participation is voluntary and well appreciated. Please be assured that all the information you provide will be kept confidential and will be used solely for research purposes.

Part one: Demographic Information

1. **Age:** 18-21 22-25 26-29 30 and above
2. **Gender:** Male Female
3. **Stage** Third year Fourth year
4. **College** Basic Education Education Languages

Part Two: TikTok Usage

1. What type of content do you usually watch on TikTok? (Tick all that apply)

- English Language learning Tutorials
 Entertainment (music, dance, comedy, etc.) Other: _____
 News and current events

2. On average, how much time do you spend on TikTok per day?

- Less than 30 minutes 30 minutes to 1 hour 1-2 hours More than 2 hours

3. Which language skills/areas have you improved through the use of TikTok? Tick one of the boxes next to each skill/area.

Skills& Areas/Rates	Never	Rarely	Sometimes	Usually	Always
Listening skill					
Speaking skill					
Reading skill					
Writing skill					
Pronunciation					
Vocabulary					
Grammar					

Part Three: Likert Scale Questionnaire

Tick one of the boxes next to each statement 'Strongly Disagree, Disagree, Undecided, Agree, or Strongly Agree' which best applies to you.

Statements/Rates		Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
General Perspectives	1. TikTok increases my confidence in speaking English.					
	2. Using TikTok makes English language learning more enjoyable .					
	3. TikTok provides authentic (natural) exposure to English language and culture.					
	4. Using TikTok helps me stay motivated to learn English.					
	5. TikTok helps me learn English at my own pace , in a more personalized and self-directed way.					
	6. Using TikTok enables me to learn the English language quickly .					
	7. I find TikTok to be flexible for English language learning, allowing access anytime and anywhere.					
	8. TikTok assists me in overcoming language barriers and connect with English-speaking communities .					
Fluency	9. My English language via TikTok would be clear and understandable .					
	10. Using TikTok enhances my listening comprehension skills through exposure to various English speakers with different accents .					
	11. TikTok helps improve my spoken English by providing practical examples and interactive content .					
	12. TikTok assists me in practicing pronunciation and intonation by mimicking (imitating) native speakers .					

	13. The diverse range of TikTok videos helps me understand and use the idiomatic expressions in English.					
	14. TikTok helps expand my English vocabulary , enhancing my fluency in everyday conversations.					
Content	15. I find TikTok content accessible for learners of all English levels .					
	16. I can find relevant English learning materials on TikTok easily.					
	17. I purposefully search for English language learning videos on TikTok.					
	18. I feel my exposure to non-English learning videos also improve my English language fluency.					
Challenges	19. I find it difficult to fully understand the content of the short videos.					
	20. I only find limited interaction opportunities on TikTok.					
	21. The informal language on TikTok may not always align with formal English learning objectives.					
	22. Watching videos on TikTok makes me anxious to speak in English due to the fluency of the English speakers in the videos.					
	23. I often get distracted by content unrelated to English learning.					
	24. I find the content of certain videos on TikTok inappropriate and odd in our culture.					

Appendix (B) Jury Members

Name	Specialization	University
Prof. Dr. Fatimah Rashid Hasan Al-Bajalani	Applied Linguistics	Salahaddin University-Erbil
Prof. Dr. Shaymaa Mahdi Saalh	Applied Linguistics	University of Baghdad
Asst. Prof. Dr. Dlakshana Yousif Othman	Applied Linguistics	Salahaddin University-Erbil
Asst. Prof. Dr. Hazha Salih Hassan	Applied Linguistics	Salahaddin University-Erbil
Asst. Prof. Dr. Rozhgar Jalal Khidir	Applied Linguistics	Salahaddin University-Erbil
Asst. Prof. Dr. Sanan Shero Malo	Applied Linguistics	University of Zakho
Dr. Bekhal Latif Muhedeen	Applied Linguistics	University of Sulaimani
Dr. Hayder Sabir Hasan	Applied Linguistics	Salahaddin University-Erbil

تیروانینی خویندکارانی کورد که ئینگلیزی وهک زمانی بیگانه دهخوینن لهسهر بهکارهینانی تیکتوک بۆ باشترکردنی رهوانیی زمانی ئینگلیزی

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پوخته

ئێستا خه‌لکی بریکی زۆر له کاته‌کانیان به به‌کارهینانی کۆمه‌لایه‌تییه‌کان به‌سه‌ر ده‌بن، که په‌ریان سه‌ندوو و چیت ته‌نیا بۆ کات به‌سه‌ربردن به‌کارنایه‌ن، به‌لکو بۆ مه‌به‌ستی جۆراوجۆر به‌کارهینان، له‌وانه‌ فیرکردن و فیربوونی زمان. به‌تایبه‌تی تیکتوک، که له ماوه‌ی دوو سالی رابردوودا ناوبانگی پتر بووه و یه‌ک ملیار به‌کارهینان تیه‌راندوو له جیهاندا. تۆره‌که به خیرایی فراوان ده‌بیت که کۆمه‌لیک فیدیوی کورت پیشکه‌ش ده‌کات که ناوه‌پۆکی جیاواژ له‌خۆ ده‌گریت. ئامانجی سه‌ره‌کی ئه‌م لیکۆلینه‌وه‌یه بریتیه له وه‌رگرتن و شیکردنه‌وه‌ی تیروانینی ئه‌و قوتابیه کوردانه‌ی که زمانی ئینگلیزی وه‌ک زمانی بیانی ده‌خوینن سه‌بارته به به‌کارهینانی تیکتوک وه‌ک ئامرازیک بۆ به‌رزکردنه‌وه‌ی ره‌وانیی گفتوگۆی زمانی ئینگلیزی. زانیاری ئه‌م توێژینه‌وه‌یه له ۲۱۴ قوتابی پۆلی سه‌ینه‌م و چوارهم له به‌شه ئینگلیزه‌کانی کولێزه‌کانی زمان، په‌روه‌رده، و په‌روه‌رده‌ی بنه‌ره‌تی زانکۆی سه‌لاحه‌ددین له ریگه‌ی راپرسییه‌کی ۳۳ بره‌گه‌یه‌وه کۆکراونه‌توه. نه‌رمه‌واله‌ی ئیس پی ئیس ئیس (وه‌شانی ۲۷) به‌کارهینان بۆ شیکردنه‌وه‌ی داتای به‌ده‌سته‌تاتوو له راپرسییه‌که. به پشتبه‌ستن به‌و داتایانه‌ی کۆکراونه‌توه، ده‌توانین بگه‌ینه ئه‌و ئه‌نجامه‌ی که ئه‌و قوتابیه کوردانه‌ی زمانی ئینگلیزی وه‌کو زمانی بیانی ده‌خوینن به شیوه‌یه‌کی گشتی تیروانینی ئه‌رینیان هه‌یه بۆ تۆره‌که، چونکه سه‌رنجراکیش، هه‌میشه به‌رده‌سته و هاندهره بۆ باشترکردنی ره‌وانیی زمان. له کاتیکدا تیکتوک به کاریگه‌ر داده‌نریت بۆ به‌هینکردنی توانای گوێگرتن و ره‌وانی زاره‌کی به‌لام توانای به‌رزکردنه‌وه‌ی متمانه به‌خۆبوون له کاتی قسه‌کردن و توانای نووسین سنوورداره، ئه‌مه‌ش به‌شیوه‌یه‌کی سه‌ره‌کی ده‌گه‌ریته‌وه بۆ کورتی فیدیۆکان و که‌می ده‌رفه‌تی کارلیکردن. به شیوه‌یه‌کی گشتی، ئه‌م ده‌ره‌نجامانه ئاماژه به‌وه ده‌ده‌ن که تیکتوک زۆر سوودبه‌خشه کاتیک وه‌ک سه‌رچاوه‌یه‌کی زیاده له پال چالاکییه داریژراوه‌کان و چالاکییه ده‌ره‌وایشه‌تییه‌کان به‌کارده‌ی.

وشه سه‌ره‌کییه‌کان: تیکتوک، په‌ره‌پیدانی ره‌وانیی زمانی ئینگلیزی، تیروانینی قوتابیان، ته‌کنه‌لوژیای فیربوونی زمان

وجهات نظر الطلاب الأكراد حول استخدام تيك توك لتعزيز الطلاقة في اللغة الإنجليزية

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المخلص

يقضي عدد كبير من البشر مؤخرًا وقتًا طويلاً في استخدام منصات التواصل الاجتماعي، التي لم تعد وسائل بسيطة للترفيه فحسب، بل يتم استغلالها أيضًا لأغراض أخرى متعددة، من بينها تعليم وتعلم اللغة. على وجه الخصوص، اكتسب تطبيق تيك توك شعبية دراماتيكية في العامين الماضيين، متجاوزًا مليار مستخدم على مستوى العالم. إنه منصة سريعة الانتشار وتوفر مجموعة متنوعة من مقاطع الفيديو القصيرة بمحتوى مختلف. الهدف الرئيسي من هذه البحث هو فهم وجهات نظر طلاب اللغة الإنجليزية كلغة أجنبية من الأكراد بشأن استخدام تيك توك في تعزيز طاعتهم في اللغة الإنجليزية. لجمع البيانات لهذه الدراسة، تم اختيار ۲۱۴ طالبًا من السنة الثالثة والرابعة من أقسام اللغة الإنجليزية في كليات اللغات التربوية والتربية الأساسية في جامعة صلاح الدين من خلال أخذ عينات غير عشوائية لاستكمال استبيان ذاتي مؤلف من ۳۳ بندًا. لتحليل البيانات التي تم الحصول عليها من الاستبيان، تم استخدام برنامج SPSS (النسخة ۲۷). استنادًا إلى نتائج البيانات التي تم جمعها، يمكن الاستنتاج أن طلاب اللغة الإنجليزية كلغة أجنبية من الأكراد يحتفظون بنظرة إيجابية بشكل عام تجاه المنصة باعتبارها أداة مثيرة، مرنة، ومحفزة لتحسين الطلاقة اللغوية. بينما كان يُعتبر إلى تيك توك على أنه فعال في تحسين مهارات الاستماع والطلاقة الشفوية، إلا أن تأثيره على تعزيز الثقة في التحدث ومهارات الكتابة كان محدودًا، ويرجع ذلك أساسًا إلى طول مقاطع الفيديو ونقص فرص التفاعل. على وجه العموم، تشير هذه النتائج إلى أن تيك توك يكون الأكثر فائدة عندما يُعتمد عليه كمورد إضافي جنبًا إلى جنب مع الأنشطة المنظمة والموجهة نحو التعليم.

الكلمات المفتاحية: تيك توك، إتقان اللغة الإنجليزية، انطباعات الطلاب، تكنولوجيا تعلم اللغة