

## Investigating primary school teachers' perceptions on the effectiveness of TikTok in enhancing speaking skills in the ESL classroom

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**Abstract:** The integration of social media platforms into educational contexts has significantly transformed language acquisition methodologies, with TikTok emerging as a promising tool for enhancing English as a Second Language (ESL) instruction. This research investigates primary school educators' perceptions regarding the effectiveness of TikTok in improving students' speaking skills within ESL classrooms. Employing a descriptive research design, the study utilizes quantitative data collection methods. A stratified random sampling technique was applied to select a sample of 169 primary school teachers across Malaysia, ensuring representative diversity. Data collection was conducted through a structured questionnaire distributed via Google Forms, preceded by a pilot test to establish the instrument's validity and reliability. The Cronbach's Alpha coefficient indicated high internal consistency, affirming the instrument's suitability for the study. Data analysis was performed using SPSS version 26, with descriptive statistics employed to interpret the findings. Results indicate that teachers perceive TikTok as an engaging and effective platform for fostering key language skills such as fluency, pronunciation, and confidence in speaking English. The platform's interactive features are also recognized for promoting creativity and facilitating collaborative learning among students. Despite these positive perceptions, concerns persist regarding content appropriateness, accessibility issues, and challenges related to classroom integration. The study underscores the importance of developing structured frameworks for incorporating TikTok into ESL curricula to optimize its benefits while addressing potential obstacles. These findings contribute to the ongoing discourse on technology-enhanced language learning and its implications for contemporary educational practices. Pedagogically, the study suggests that TikTok can serve as a viable supplementary tool for teaching ESL speaking skills, provided that appropriate guidelines and strategies are implemented to ensure effective and responsible use.

**Keywords:** *ESL classroom, Primary schools, Speaking skills, Teachers' views, TikTok.*

### 1. Introduction

The rapid integration of social media platforms in education has revolutionized language learning, with TikTok emerging as a valuable tool for enhancing English as a Second Language (ESL) instruction. As a highly interactive, user-generated content platform, TikTok offers an engaging environment for students to develop speaking skills through short-form videos, promoting creativity and confidence. Given its widespread popularity among young learners, this study seeks to explore primary school teachers' perceptions of TikTok's effectiveness in enhancing speaking skills in the ESL classroom, addressing a crucial gap in existing research. In Malaysia, the Ministry of Education(MOE) has actively encouraged the use of digital tools to enhance language learning,

aligning with global educational trends [1]. However, despite these efforts, many primary school students especially those in rural areas, continue to face challenges in speaking English fluently due to limited exposure to the language [1]. While numerous studies have explored the impact of social media on language learning, research specifically focusing on TikTok's role in improving speaking skills among primary school ESL learners remains scarce. Existing literature primarily examines student outcomes, with limited attention given to teachers' perspectives and their experiences in integrating TikTok into classroom instruction. Since teachers play a critical role in facilitating digital learning, their perceptions are essential in determining the practicality and effectiveness of TikTok as a pedagogical tool [2]. Addressing this research gap will provide valuable insights into the challenges, benefits, and instructional implications of using TikTok in ESL classrooms. Recent studies have highlighted the potential benefits of TikTok in language education. Hongsa, et al. [3] found that TikTok significantly enhances students' speaking skills by increasing engagement and motivation. Similarly, Kaur and Sulaiman [2] emphasized that teachers' perceptions play a pivotal role in determining the successful integration of social media into ESL instruction. Despite these findings, limited research has been conducted to examine primary school teachers' viewpoints on TikTok's effectiveness in enhancing speaking skills. By focusing on this area, the present study seeks to fill this research gap and contribute to a more comprehensive understanding of TikTok's role in ESL education.

### *1.1. Background of the Study*

Speaking skills are a fundamental aspect of mastering English as a Second Language (ESL) and play a crucial role in students' academic and social development. Effective oral communication allows learners to express their thoughts, engage in meaningful conversations, and build confidence in using English in real-life situations. However, many primary school students, particularly in non-native English-speaking environments, struggle with speaking proficiency due to factors such as limited exposure, lack of confidence, and insufficient opportunities for practice [1]. Addressing these challenges requires innovative and engaging teaching methods that encourage active participation and practice.

The integration of technology in education has transformed traditional teaching approaches, with social media platforms increasingly being used as learning tools. TikTok, a short-form video-sharing application, has gained significant attention in educational contexts due to its ability to foster interactive and student-centered learning experiences. Studies indicate that social media platforms, including TikTok, can enhance student engagement, motivation, and creativity in language learning [3]. TikTok's features, such as duet videos, voiceovers, and interactive challenges, provide learners with an immersive environment to practice speaking skills in an enjoyable and non-threatening manner. This aligns with the shift towards digital pedagogy, where students actively participate in learning rather than passively receiving information [2].

This study is significant as it seeks to bridge the gap in research by focusing on primary school teachers' perceptions of TikTok's effectiveness in enhancing speaking skills in ESL classrooms. By exploring the advantages, limitations, and pedagogical implications of using TikTok, the study will contribute to a more comprehensive understanding of its role in language education. The findings will provide educators, policymakers, and researchers with valuable insights into the potential of digital tools in shaping the future of ESL instruction and fostering more effective language learning experiences for students.

### *1.2. Problem Statement*

Effective English communication is essential for primary school students in Malaysia, as the language plays a vital role in both academic achievement and future career opportunities. Despite ongoing efforts to strengthen ESL education, many students still face challenges in speaking English fluently, often due to a lack of confidence, motivation, and real-world speaking practice Hassan and Mohamad [1]. Zhang, et al. [4] stressed that students are weak in their communicative competence because both

English teachers and learners emphasize too much on linguistic knowledge but neglect communicative competence. Social media platforms such as TikTok provide dynamic, interactive, and student-centred learning experiences, which could support language development. However, there is limited research on how primary school teachers perceive TikTok's potential in improving students' speaking abilities in ESL classrooms. A study by Weijia, et al. [5] indicate that conventional method of teaching only allows very limited interaction between the lecturer and students because the lecturer is deemed as the only knowledge possessor and the students are deemed as passive receivers of knowledge.

While studies have explored the role of social media in language learning, research specifically addressing TikTok's instructional use in formal primary-level ESL education remains scarce. Most existing literature focuses on how students engage with digital learning tools but does not sufficiently examine teachers' perspectives on TikTok's educational advantages and challenges [2]. Since teachers are key drivers in integrating technology into classroom instruction, understanding their viewpoints is crucial for assessing the feasibility of using TikTok as a teaching tool.

Additionally, there is a lack of empirical studies examining how TikTok influences students' speaking confidence and fluency. While interactive media is known to enhance student participation in learning, its effectiveness in developing oral communication skills, especially from teachers' perspectives, has yet to be thoroughly investigated [3]. Given these research gaps, this study aims to explore primary school teachers' views on TikTok's effectiveness, its benefits and limitations, and its influence on students' speaking confidence and proficiency in ESL classrooms.

The first objective of the study is to evaluate primary school teachers' perceptions of the effectiveness of TikTok in enhancing students' speaking skills in the ESL classroom. The second objective is to identify the advantages and limitations of using TikTok as a tool in enhancing ESL speaking skills.

### 1.3. Research Questions

Based on the research objectives two research questions are formulated:

1. What are primary school teachers' perceptions of the effectiveness of TikTok in enhancing students' ESL speaking skills in the classroom?
2. What are the advantages and limitations for primary school teachers in using TikTok to improve students' ESL speaking skills?

## 2. Literature Review

This section provides a thorough review of literature pertaining to the study, concentrating on the theoretical framework of Uses and Gratifications Theory (UGT) to support the researcher's study. This framework was fundamental for understanding the views of primary school teachers regarding the effectiveness of TikTok in improving speaking skills in an ESL classroom setting.

### 2.1. The Uses and Gratifications Theory (UGT)

The Uses and Gratifications Theory (UGT) is a vital framework for examining user engagement with media, particularly relevant in the context of TikTok. Users, including primary school teachers and students, interact with TikTok to achieve various educational and social goals. Research shows that social media can significantly enhance student motivation and engagement, which are essential for effective language learning [6, 7]. Teachers may view TikTok as an effective platform for improving students' speaking skills due to its interactive features and ability to foster creativity, social interaction, and active student participation [3, 8].

Moreover, TikTok's distinctive attributes several things such as video responses and interactive challenges allow teachers to create engaging learning experiences that help build student confidence and fluency in speaking English [9]. It is also critical to assess the motivations that lead educators to incorporate TikTok into their teaching methods. Positive feedback from peers about TikTok's positive effects on student engagement and speaking proficiency can validate teachers' adoption of this tool,

aligning with UGT's principles [10, 11].

## 2.2. School Teachers' Perceptions of Using TikTok

To evaluate TikTok's effectiveness in improving students' speaking skills, it is essential to understand primary school teachers' perceptions of the platform. Studies indicate that teachers recognize TikTok's potential for creating interactive and engaging learning environments [12]. Features such as short video formats and creative challenges can motivate students to practice speaking in a more relaxed setting. However, perceptions can differ based on individual experiences, training, and technological familiarity. Some educators' express concerns about the appropriateness of TikTok content and its potential for distraction, which may detract from language learning objectives [13]. By exploring these perceptions, this study aims to shed light on how teachers view TikTok's role in enhancing speaking skills within the ESL classroom.

## 2.3. Advantages of Using TikTok in ESL Teaching and Learning

Integrating TikTok into ESL instruction presents numerous advantages. Primarily, the platform's dynamic and engaging nature is recognized for enhancing student motivation and participation [14]. Teachers perceive TikTok as a means to facilitate creative expression, permitting students to showcase their speaking skills in a relatable and enjoyable manner. Additionally, TikTok can offer students authentic language exposure through real-world interactions and challenges. This aligns with communicative language teaching principles, emphasizing meaningful communication over rote memorization. Educators may regard TikTok as a valuable resource for promoting fluency and pronunciation by allowing students to observe and model native speakers in diverse contexts [15, 16].

## 2.4. Limitations of Using TikTok in ESL Teaching

Despite its benefits, several limitations exist concerning TikTok's use in ESL classrooms. A major concern revolves around potential distractions stemming from TikTok's entertainment- focused nature; teachers may fear that students will prioritize social engagement over language learning objectives [17]. Moreover, issues related to content appropriateness demand that educators curate suitable materials for classroom activities. Many teachers express uncertainty about how to navigate the vast array of TikTok content, potentially leading to anxiety about integrating it into formal education [18]. Understanding these limitations is crucial for educators to make informed choices regarding TikTok's role in teaching practices.

## 2.5. Research Gap

While previous studies have explored educators' attitudes toward technology in the classroom, gaps remain in understanding how demographic factors, such as teaching experience, age, and social media familiarity, impact teachers' acceptance of TikTok for language learning. Addressing this gap will offer a more nuanced understanding of the factors driving educators' perceptions and willingness to adopt TikTok in ESL instruction [19]. Additionally, there is a lack of longitudinal research examining the long-term efficacy of TikTok in language acquisition, as existing studies have primarily focused on short-term outcomes [20]. Further longitudinal investigations could provide deeper insights into the sustainability of language skills acquired through TikTok. Furthermore, although studies have highlighted teachers' perspectives on TikTok, but for a better understanding of the dynamics *between teacher and student perspectives could enhance the integration of TikTok in educational strategies* [21].

# 3. Methodology

## 3.1. Research Design

This study adopted a quantitative research design with a cross-sectional survey method to investigate primary school teachers' perceptions of the effectiveness of the TikTok in improving speaking skills in ESL classrooms. According to Creswell and Creswell [22] cross-sectional survey

studies are often used in social science and educational research to collect data from a single population at a specific point in time without repetition. They further stated that this research approach is suitable to explain the trends, attitudes, and views of individuals towards a particular phenomenon. Similarly, Lee, et al. [23] support this approach by explaining that this approach enables the collection of quantitative data to explain trends, attitudes and opinions within a particular population without testing the cause-and-effect relationship. Hence, this approach is appropriate as the study focuses on collecting descriptive data rather than a hypothesis.

### 3.2. Sampling

The study population involved are teachers at the primary school level from all over Malaysia who are actively teaching ESL, as they are directly involved in teaching English speaking skills in the classroom. A stratified random sampling technique was used in this study to ensure that each teacher had an equal chance of being selected. This method is readily suitable for this study as it helps reduce bias, enhances the reliability of the study findings and ensures that the collected data align with the study objectives. Furthermore, a total of 169 teachers were selected based on the sample size determination by Krejcie and Morgan [24].

### 3.3. Instrument and Data Collection Procedures

This study employed a structured questionnaire as the main instrument to systematically collect quantitative data and facilitate analysis. The questionnaire is divided into three parts. The first part collects the demographic information of the respondents. The second part assesses primary school teachers' perception of TikTok's effectiveness in improving speaking skills in ESL. The third part explored the advantages and limitations of using TikTok in ESL speaking skills activities. To measure respondents' level of agreement, this questionnaire uses a 5-point Likert scale, ranging from 1 (*Strongly Disagree*) to 5 (*Strongly Agree*). The researchers used Google Form and distributed them to primary school teachers through email. Table 1 provides a breakdown of the items in the survey questionnaire in Google Forms.

**Table 1.**  
Distribution of items in the survey questionnaire in Google Form.

Part		Number of Items	
A	Demographic (personal information)	7	1-7
B	Teachers' perceptions of the effectiveness of TikTok in enhancing students' ESL speaking skills (Research Question 1)	5	8-12
C	The advantages and limitations for primary school teachers in using TikTok (Research Question 2)	8	13-20
Total number of questions			20

The validity of the instruments was assessed before use, and a pilot study was conducted with 30 primary school teachers to evaluate the clarity, reliability and validity of the questionnaire. The reliability analysis was performed using Cronbach's Alpha with a value of 0.830, indicating a highly acceptable level of reliability. Table 2 provides a summary of the reliability of the instruments for this pilot study.

**Table 2.**  
Reliability statistics.

Cronbach's Alpha	N of Items
0.830	13

After the pilot study, the questionnaire was distributed to teachers (sample) and they were given one week to complete the survey to ensure that the data collected were accurate during the research period. Subsequently, all respondents were asked to voluntarily answer each question at their convenience, with

the assurance that their identity and information would be kept confidential and fully protected.

### 3.4. Data Analysis Procedures

The collected data were analyzed using *the Statistical Package for Social Sciences*

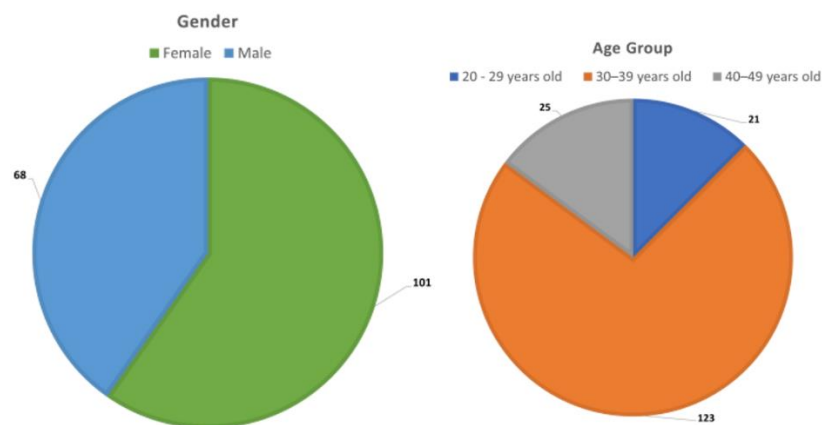
Version 26 (SPSS) software. Descriptive statistics including graphical representations, tables, and percentage measurements were employed. These SPSS analyses facilitated a more accurate and systematic interpretation of the data to examine primary school teacher's perceptions of the effectiveness of TikTok in enhancing ESL speaking skills.

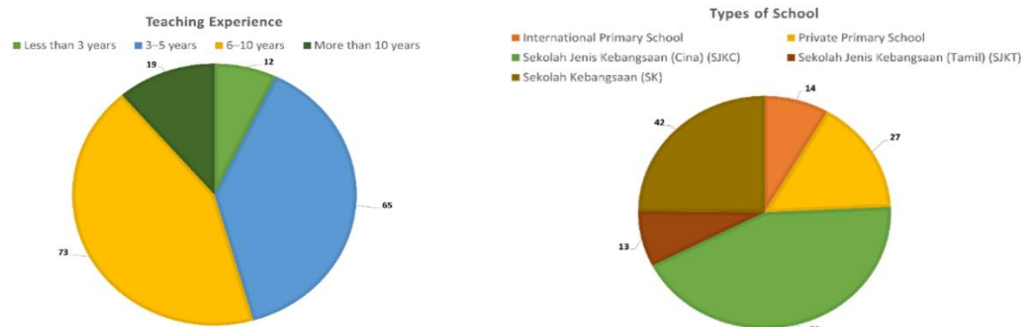
### 3.5. Ethical Considerations

This study prioritizes adherence to ethical guidelines to protect participants throughout the research process. To ensure ethical integrity, participants are informed about the study's purpose, their roles and their right to voluntary participation before data collection begins. Additionally, all collected data are used solely for this study's purposes and stored securely. Ethical approval from the university's research ethics committee was requested as necessary. The confidentiality of participant identities is protected in all data analysis and reporting.

### 3.6. Demography of the Sample

Findings in Table 1 show that in terms of gender, 60% (n=101) of them are females and 40% (n=68) of them are males. In terms of age groups, 73% (n=123) of them are between 30-39 years old, 15% (n=25) of them are between 40-49 years old, and 12% (n=21) of them are between 20-29 years old. Concerning teaching experience, 43% (n=73) of them have 6-10 years, 39% (n=65) of them have 3-5 years, 11% (n=19) of them have more than 10 years and 7% (n=12) of them have less than 3 years. In terms of types of school, 43% (n=73) of the respondents are from Chinese Primary Schools, 25% (n=42) of them are from National Schools (SK), 16% (n=27) of them from Private Primary School, 8% (n=14) of them from International Primary Schools and 8% (n=13) of them from Tamil Primary Schools. Regarding states,





**Figure 2.**  
Presenting the results under the lights of the demographic section.

#### 4. Findings

1. RQ 1: What are primary school teachers' perceptions of the effectiveness of TikTok in enhancing students' ESL speaking skills in the classroom?

**Table 3.**

Tik Tok is an effective tool for improving students' speaking skills.

	Frequency	Percent	Valid Percent
Agree	37	21.9	21.9
Strongly agree	132	78.1	78.1
Total	169	100	100

The findings in Table 3 show that there is agreement among the respondents on TikTok's effectiveness in improving students' speaking skills, with 78.1% strongly agreeing and 21.9% agreeing. These suggest that there is a strong positive perception of TikTok among teachers as a tool for enhancing speaking abilities in the ESL classroom.

**Table 4.**

Tik Tok provides an engaging way for students to practice speaking English.

	Frequency	Percent	Valid Percent
Neutral	11	6.5	6.5
Agree	65	38.5	38.5
Strongly agree	93	55.0	55.0
Total	169	100	100

Results in Table 4 show that the finding clearly indicates a significant majority 93.5% of respondents agree or strongly agree that TikTok provides an engaging way for students to practice speaking English, while only 6.5% remain neutral indicating that most respondents find TikTok to be an engaging platform for language practice.

**Table 5.**

The use of Tik Tok in ESL classroom increases students' willingness to speak English.

	Frequency	Percent	Valid Percent
Neutral	28	16.6	16.6
Agree	78	46.2	46.2
Strongly agree	63	37.3	37.3
Total	169	100	100

Findings in Table 5 indicate that 83.5% of respondents agree or strongly agree that TikTok increases students' willingness to speak English, while 16.6% remain neutral with this statement. This indicates



that most teachers still recognise TikTok's positive influence on encouraging students to communicate in English. However, the presence of neutral responses suggests that its impact may vary depending on the individual student's engagement or classroom dynamics.

**Table 6.**

Tik Tok helps students develop better pronunciation and frequency.

	Frequency	Percent	Valid Percent
Neutral	3	1.8	1.7
Agree	102	60.3	60.3
Strongly agree	64	37.9	37.9
Total	169	100	100

Results in Table 6 reveal that 98.3% of respondents agree or strongly agree that TikTok helps students to develop better pronunciation and fluency. However, there is only 1.8% remaining neutral. However, this strong agreement suggests that school teachers recognize TikTok as an effective tool for improving these key aspects of language learning.

**Table 7.**

Tik Tok should be integrated into ESL speaking activities.

	Frequency	Percent	Valid Percent
Neutral	3	1.8	1.8
Agree	81	47.9	47.9
Strongly agree	85	50.3	50.3
Total	169	100	100

Based on the findings in Table 7 indicate that **98.2%** of respondents agree or strongly agree that TikTok should be integrated into ESL speaking activities, with only 1.8% remaining neutral. This strong support suggests that school teachers acknowledge TikTok's potential as a valuable tool for enhancing speaking skills and advocate for its inclusion in language learning.

1. RQ 2: What are the advantages and limitations for primary school teachers in using TikTok to improve students' ESL speaking skills?

**Table 8.**

Tik Tok encourages creativity in students' spoken English.

	Frequency	Percent	Valid Percent
Agree	85	50.3	50.3
Strongly agree	84	49.7	49.7
Total	169	100	100

Findings in Table 8 show that 49.7% of respondents strongly agree and 50.3% agree that TikTok encourages creativity in students' spoken English. With this agreement highlights a strong belief in TikTok's ability to promote creative language use, it likely due to its interactive features and opportunities for self-expression in ESL learning.

**Table 9.**

Tik Tok promotes collaborative learning among students

	Frequency	Percent	Valid Percent
Neutral	4	2.4	2.4
Agree	78	46.2	46.2
Strongly agree	87	51.4	51.4
Total	169	100	100



Results in Table 9 indicate that 97.7% of respondents agree or strongly agree that TikTok promotes collaborative learning, with only 2.4% remaining neutral. This strong agreement suggests that teachers view TikTok as a tool that encourages students to work together, share ideas, and learn from each other in an interactive and engaging way which aligned with the integration of 21<sup>st</sup> Century learning skills in 4Cs elements which are *collaboration*; *communication*; *creativity*; and *critical thinking*.

**Table 10.**

Tik Tok Provides students with opportunities for real-world language practice.

	Frequency	Percent	Valid Percent
Neutral	19	11.2	11.2
Agree	73	43.2	43.2
Strongly agree	77	45.6	45.6
Total	169	100	100

The findings in Table 8 demonstrate that 88.8% of respondents agree or strongly agree that TikTok provides students with opportunities for real-world language practice, while 11.2% remain neutral. With this suggests that most of the teachers recognize TikTok as a platform that allows students to engage with authentic language use, though some may be uncertain about its effectiveness in real-world communication.

**Table 11.**

Tik Tok allows students to receive feedback on their spoken English

	Frequency	Percent	Valid Percent
Neutral			
Agree	98	58.0	58.0
Strongly agree	71	42.0	42.0
Total	169	100	100

The findings in Table 11 indicate that 58.0% of respondents agree or 42.0% of respondents strongly agree that TikTok allows students to receive feedback on their spoken English. This agreement suggests that teachers view TikTok as a valuable tool for providing constructive feedback, helping students improve their pronunciation, fluency, and overall speaking skills.

**Table 12.**

Tik Tok may distract students from learning objectives.

	Frequency	Percent	Valid Percent
Agree	73	43.2	43.2
Strongly agree	96	56.8	56.8
Total	169	100	100

The findings in Table 12 show that 100% of respondents disagree or strongly disagree that TikTok distracts students from learning objectives. This indicates a strong agreement among teachers that TikTok does not hinder learning but can be effectively used as an educational tool in the classroom.

**Table 13.**

Using Tik Tok in class requires additional time planning

	Frequency	Percent	Valid Percent
Disagree	43	25.4	25.4
Neutral	101	59.8	59.8
Agree	25	14.8	14.8
Total	169	100	100

Results in Table 11 reveal that 59.8% of respondents are neutral on whether using TikTok inclass requires additional time and planning, while 14.8% agree and 25.4% disagree. This suggests mixed

perceptions, with some teachers acknowledging the extra effort involved, while others do not see it as a significant challenge.

**Table 14.**

Not all students have access to Tik Tok, creating in equality in learning.

	Frequency	Percent	Valid Percent
Disagree	21	12.4	12.4
Neutral	130	76.9	76.9
Agree	18	10.7	10.7
Total	169	100	100

The findings 14 demonstrate that 76.9% of respondents are neutral on whether TikTok creates inequality due to access issues, while 10.7% agree and 12.4% disagree. This suggests that most teachers do not see TikTok accessibility as a major concern, though some acknowledge potential challenges for students with limited access.

**Table 15.**

Tik Tok content may not always be suitable for Educational purposes.

	Frequency	Percent	Valid Percent
Disagree	59	34.9	34.9
Neutral	90	53.3	53.3
Agree	20	11.8	11.8
Total	169	100	100

Results in Table 15 indicate that 53.3% of respondents are neutral on whether TikTok content is suitable for educational purposes, while 11.8% agree and 34.9% disagree. This suggests mixed perceptions, with some teachers recognizing potential content issues, while many remain undecided on its suitability for classroom use.

To conclude, the results indicate that TikTok is widely perceived as an effective and engaging tool for improving students' speaking skills in ESL classrooms. Most of the respondents agree that it enhances fluency, pronunciation, and confidence while promoting creativity and collaboration. However, concerns regarding accessibility, time management, and content suitability remain. Overall, the study highlights the potential of TikTok as a valuable educational resource, suggesting that with proper implementation, it can serve as a powerful tool for language learning.

## 5. Discussion

The researchers were motivated to incorporate the potential of TikTok as a digital tool in education and address the gaps of using it as a medium to enhance spoken English in ESL classrooms. With its trending content and interactive nature, TikTok has gained a rapid rise and the researchers needed to understand its pedagogical implications. The purpose of the research was to investigate how primary school teachers viewed TikTok's potential and its direct contribution to their students' speaking proficiency. The results indicated that teachers were strongly in belief that TikTok was able to serve as a valuable tool for engaging students and enhancing their speaking abilities, especially in the elementary education level.

The quantitative analysis of 169 respondents showed a large consensus with significant agreement concerning TikTok's potential to improve fluency, pronunciation, and build confidence. The potential of TikTok did not stop there; a large number also agreed that creativity and collaborative learning can be cultivated. This overwhelmingly positive perception aligns with the initial premise that TikTok's engaging nature could offer a viable alternative to traditional ESL teaching methods, which often struggle to effectively engage students. Similar findings have been reported in other contexts, such as Saudi Arabian universities, where students perceived social media as beneficial for learning English [25].

There was consistency in the teachers' reports of TikTok being an engaging platform and a fun way to practice English, which made children more eager to talk and join activities, thus improving fluency in everyday conversations and language tasks. This reinforces the study's initial hypothesis that social media platforms have the potential to positively influence language learning by increasing student motivation, engagement, and exposure to authentic language use [26]. The almost unanimous support to incorporate TikTok into ESL speaking activities demonstrates its pedagogical value, addressing the initial problem statement regarding the underexplored role of social media, particularly TikTok, in language acquisition. This aligns with research that indicates TikTok is perceived as an effective tool for vocabulary acquisition and overall English language learning [27, 28].

Furthermore, the study looked into the perceived advantages and limitations of using TikTok for improving speaking skills. Teachers highlighted TikTok's capacity to stimulate creativity, promote collaborative learning, and offer opportunities for authentic language practice [29]. This aligns with the understanding that TikTok's features can be used as a pedagogical strategy for ESL classrooms [8]. The overwhelming consensus shows that TikTok encourages originality and creativity in students' spoken English, which teachers place a high importance on. The promotion of collaborative learning, as evidenced by the high percentage of respondents agreeing that TikTok facilitates teamwork and idea sharing, aligns with the integration of 21st-century learning skills, such as collaboration, communication, creativity, and critical thinking [30]. Specifically, research on Malaysian undergraduates supports the use of TikTok voice-over challenges as effective ESL speaking activities [31].

Majority of the respondents denied concerns that TikTok has the potential to distract students from their learning goals and even suggested that with the correct pedagogical learning goals, it can be easily incorporated into the curriculum. The study also showed differences in perceptions regarding the amount of time and preparation needed for planning requirements associated with TikTok-based activities, with concerns about suitable content and accessibility. The neutral responses regarding time and planning suggest that teachers may have varying levels of experience or comfort with integrating technology into their lessons [32]. The mixed perceptions regarding content suitability highlight the importance of developing clear guidelines and moderation strategies, reinforcing the study's significance in highlighting both the pedagogical advantages and potential challenges associated with integrating social media into formal language instruction [33].

The study also shows that teachers firmly believe that students' confidence is boosted by speaking confidently and fluently with a trendy practice platform that can easily influence children positively. The high level of agreement concerning the platform's ability to improve pronunciation and fluency further substantiates its perceived effectiveness, addressing the study's objective to assess the relationship between TikTok usage and students' speaking confidence and proficiency [3]. This is also supported by the observation of the usefulness of TikTok voice-over challenges in ESL speaking activities [31]. The study also highlighted TikTok's potential to extend language learning beyond the confines of the formal classroom, motivating students to engage in speaking practice in informal settings, which addresses the study's aim to explore TikTok as a supplementary tool in ESL instruction [26]. Systematic reviews highlight the effectiveness of using TikTok to enhance speaking skills in young ESL learners [34].

## 6. Conclusion

In conclusion, this study has successfully addressed the identified gaps in understanding the role of TikTok in enhancing ESL speaking skills among primary students. There is compelling evidence that the results support the original hypothesis that TikTok can serve as an effective tool for English language learning. The platform has the ability and capacity to improve confidence, fluency, and pronunciation while promoting creativity and collaboration among children. TikTok is a valuable teaching tool within the broader discourse on 21st-century language learning. Contrary to this, however, the study also recognizes the need for careful consideration of potential limitations that

include accessibility challenges, time management, and content suitability. The varying opinions and view point on this matter underscores the need to have procedures in line and fair access to the technology. The study holds significant implications for educators, policymakers, and curriculum developers. According to the results, TikTok can be a powerful language-learning tool that can bridge the gap between pedagogy and technology in ESL classroom.

Future research should explore the long-term impact of TikTok usage on students' speaking proficiency and confidence through continuous studies and input. Studies that compare various digital platforms could also provide valuable insights into how various tools differ in comparison. A much more thorough grasp and more qualitative research needs to be conducted to research the viewpoints into the experiences and perspectives of teachers and students, which could reveal a more rich understanding of the challenges and opportunities associated with using TikTok in the ESL classroom.

Language education can benefit from other linguistic competencies, such as listening, reading, and writing. Ultimately, by addressing the original research problem and indicating its relevance in the changing landscape of digital education, this study adds to the growing body of research on technology-assisted language learning by showcasing the potential of social media platforms like TikTok in improving students' speaking skills. Similar digital learning strategies in ESL education should be done in the future so that valuable context for interpreting results and positive perceptions of TikTok may be influenced by the experiences and viewpoints of this specific group of educators.

### Transparency:

The authors confirm that the manuscript is an honest, accurate, and transparent account of the study; that no vital features of the study have been omitted; and that any discrepancies from the study as planned have been explained. This study followed all ethical practices during writing.

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