The Role of TikTok in Promoting Arabic Language Learning among Millennials and Gen Z

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ABSTRACT

This paper discusses the contribution of TikTok to Arabic language learning among Millennials and Gen Z as a way to address the increasing problem related to the involvement of young learners in formal language education. This problem is caused by a kind of disconnect between traditional Arabic learning and how these two tech-savvy Generations would want. The present study aims to explore how TikTok, as a social medium platform, can enable informal language acquisition-especially vocabulary and pronunciation-while affording more interactive and autonomous learning experiences. Using a mixed methods approach, both surveys and interviews were conducted to collect data from participants who were active users of TikTok for language learning. A sample of Millennials and Gen Z users was drawn, reporting using TikTok as part of their Arabic language learning routine. The quantitative data was analyzed statistically, while the qualitative data was subjected to a thematic analysis in order to capture the experiences and perceptions of the participants. The results have shown that TikTok supports informal learning very effectively through the short videos, gamification elements and interaction with peers and significantly improves language retention and engagement. These findings corroborate Social Learning Theory and Self-Determination Theory because learners appear motivated by the interactive and autonomous features inherent in the platform. Implications drawn from this study reveal that educators of languages and programs could make use of a social medium outlet like TikTok to supplement conventional learning methods and, in so doing, create more engaging and dynamic learning environments. It is also desirable that future research investigates the role of TikTok in teaching more advanced aspects of language learning, such as grammar and cultural context, and extending its demographic reach to older learners.

Keywords: Arabic language, TikTok language learning, Millennials, Gen Z

INTRODUCTION

The introduction of social networks into society has brought many changes in many sectors, education being one of them. This is especially true for learning a new language, where almost everyone can be found on platforms like TikTok, not just for fun but also for learning. This points out a broader picture of a short video content revolutionizing the arenas of learning doing away with the conventional ways of teaching that has been learned from books. Largely due to recent trends, TikTok has proven to be a great way to provide learners with materials and imaginative ideas to help them understand the dreaded concepts of learning, for example language learning. This is in line with the current trend where education is fast becoming mobile and student, meaning each learner can customize his or her learning experience as per her or his time and liking. In terms

of the Arabic language, for instance, learning how to use the Arab language through TikTok translates the teachings of Age-old teacher-student approaches to that of Contemporary learners do not want to spend too much time in the class. Due to the increased mobility transformations within the Arabic-speaking regions, it is unsurprising that recent global patterns indicate enhanced interest in the Arabic language for many – especially non-Arabs. Apart from the e-learning resources, a genius tool where students can interact with natives, play language games and use a logical approach to learning Arabic grammar, vocabulary and pronunciation (Fitria, 2023).

Using TikTok in the learning of Arabic language has received attention in Malaysia most especially university students and the younger Generation. Researchers at the University Science Islamic Malaysia (USIM) have found that TikTok is helpful in improving the basic Arabic language skills of a group of Year 3 students. The study suggested that watching short videos helps to improve the students' learning of Arabic vocabulary and syntax (Nur Aini Asyikin & Ashwaq, 2023). In addition, a content analysis of Arabic educational content on TikTok in Malaysia suggested that many Arabic language influencers create short, succinct lessons that help users return often. These small lessons have been developed so that they do not restrict movement and captivate the age group into which Screen Z falls (Siregar et al.., 2023). As the social medium grows and becomes more effective in reaching out to the Malaysian audience, especially the youth, it seems that TikTok fills a gap when it comes to learning Arabic as a second language, especially among non-Arabic speakers. A platform with millions of users ready to engage, TikTok opens up fresh opportunities in using technology to improve language acquisition.

Numerous researches have investigated TikTok as a medium to facilitate language acquisition, with a focus on increasing Arabic. Husin (2024) conducted a study to examine the ways in which TikTok improves communication, interaction and learning for Arabic learners, focusing on the removal of boundaries between the formal and informal environment. Along these lines, the authors of another study looked at TikTok and Instagram to examine their Arabic content, arguing that the concise, attention-grabbing format of the two allows for learning and practicing the language outside of its boundaries (Siregar et al., 2023). The analysis of phonetic errors when learning Arabic with TikTok has also shown that using the application as an additional resource helps to master pronunciation independently of the native language, which is a particular problem for many foreigners (Mustika Dewi et al., 2023). These data illustrate the benefits that using this app could bring in learning Arabic language for Millennials and Generation Z.

It is of utmost importance to recognize how social networking tools can be repurposed from their purely social utility to language learning, as these tools have gained a large following, especially among young people under the age of 35 around the world. Most studies done aim at the Generalized benefits of social networking sites in learning a new language but hardly ever discuss how specific age cohorts are served through social engagement on Arabic within TikTok. This research project attempts to fill this gap by exploring the possibilities of improving foreigners' Arabic language skills through TikTok, an interactive social media platform. The goals are to explore the most successful types of content, measure the effectiveness of learning, and study the effect of TikTok on language motivation and retention. This article is divided into five major parts. The introduction is followed in section 2 by a systematic overview of previous research on the use of digital media in language learning and in particular on the use of TikTok. Section 3, describes the research methodology for collecting and analyzing the data. In section 4, the results are presented and their relevance to Arabic teaching is discussed. Finally, section 5 lists the most important results of the project and makes suggestions for further research and teaching practice.

LITERATURE REVIEW

Synergy Between Learning, Arabic Language, and TikTok

The introduction of TikTok in Arabic language learning marks a major turn in the convents of digital education. As learning becomes informal and across ages, particularly the Millennials and Gen Z, the platform offers an alternative to classroom-based learning. Instead of static learning materials, TikTok, through

interactive and user-generated content, allows learners to interact with native speakers, take language challenges, and receive real-time feedback. Short-form videos are believed to be in accordance with research that states that microlearning improves retention and is thus more motivating (Mustika Dewi et al., 2023).

Including TikTok in learning Arabic as a second language reflects of the ongoing digitalization of education. However, the vertical short, informative and entertaining videos fit well with today's learners, especially Millennials and Generation Z, who prefer content that is flexible and incorporates multimedia aspects. The interactive nature of the platform encourages learning by allowing users to take part in language competitions, speak to native speakers and get instant answers. In Arabic language acquisition, TikTok also helps carry complex grammatical structures and vocabulary in small portions that help people digest the information quickly. It was found that the nature of the app (Siregar et al., 2023) encourages users to learn languages effectively as there is always room for informal learning and interaction so that users can practice the language relentlessly.

Notably important for Arabic, because it is diglossic—for example, Modern Standard Arabic and colloquial dialects itself—TikTok, according to Husin (2024), also creates real immersion in native speaker-generated contents. Structured sequencing was absent, and therein lies the problem of fragmentation in learning and inaccuracy of content; it also begs for research on its impact on the practical development of proficiency.

Relevant Theories and Models

The role of TikTok in language acquisition can be explained well with the help of the social learning theory as it involves observing others and then engaging in imitative or interactive behavior within a social context. This theory favors the design of TikTok as the audience gets involved with the content creators and other viewers in what can be said a learning process. In addition, cognitive load theory states that short video content, such as that presented on TikTok, can be effective in managing cognitive overload by providing information in small chunks for easy comprehension. Such a feature of the app makes it appropriate for teaching complicated languages like Arabic. In this case, learners can learn step by step without feeling too much pressure (Fitria, 2023).

Research Gaps and Conclusion

As more and more researchers tend to study the effect of TikTok on language learning, there are only a few studies that deal specifically with the acquisition of Arabic. This is so because most of the study available correlates mainly with using TikTok for language learning and engagement in General but do not go further in explaining the ways regarding the addictive and multimedia nature of the application about Arabic language learners. In future studies, it would be worthwhile to investigate how effective targeted Arabic language content on TikTok could be in promoting language components such as pronunciation, grammar and vocabulary development among users. In general, the application is very promising when it comes to developing the skills of people who want to learn Arabic, especially those who do not speak the language. However, in order to fully utilise its influence, further research is needed in order to (Xu et al.., 2024).

The study mentions social learning theory and cognitive load theory, but fails to analyze or compare their relevance to TikTok learning Arabic. A more comprehensive comparative analysis of the two theories should reveal the interaction of learning processes on TikTok. Social learning theory (Bandura, 1977) assumes that users learn through observation and imitation, with the video-based learning of TikTok embodying the scenario in which learners imitate the pronunciation presented by native speakers. Cognitive load theory (Sweller, 1988) emphasizes that information should be managed so that it is broken down into small chunks, making TikTok's short videos a constructive medium to combat cognitive overhead. The comparative analysis aimed to investigate whether social learning theory plays a stronger role in user motivation and engagement than cognitive load theory in relation to language retention, comprehension and use.

The article claims that TikTok improves Arabic language learning, but no empirical evidence in the form of pre- and post-tests was presented. Future studies need to include experimental approaches examining

vocabulary retention and pronunciation accuracy before and after learning with TikTok. Although self-reported surveys are useful, objective measures such as tests of pronunciation fidelity and comprehension activities would add weight to the evidence. While the content on TikTok is definitely engaging, the issue of accuracy of content becomes very important. Structured learning is not possible on TikTok as there is no formal curriculum, which could lead to disjointed learning. Future studies should examine the Arabic language content on TikTok for accuracy and determine whether learners are learning incorrect grammatical structures, pronunciation or vocabulary. Another aspect is the distraction of TikTok — does the entertaining content undermine deep learning? Does endless scrolling hinder retention of learning content? The study does not compare TikTok with YouTube or Duolingo - TikTok is an independent market for Arabic courses. YouTube offers longer, more in-depth lessons, while Duolingo takes a more playful approach to language learning. Further research comparing TikTok with each of the main areas of language learning (aural - pronunciation - vs. linguistic - grammar - vs. lexical composition - meaning) and assigning specific dominance to TikTok, Duolingo and YouTube respectively. This study neglects older learners. Future research should compare Millennials or Gen Z with older learners to determine the universal effectiveness of the TikTok format or the limitation to younger audiences.

Table 1: Past Year Studies

Author	Year	Title	Method
Aldossar	2024	An Overview of The Utilization of Tiktok in Improving Young Saudi Learners' Speaking	Descriptive qualitative study examining TikTok's impact on English speaking skills
Fitria	2023	Value Engagement of Tiktok: A Review of Tiktok as Learning Media for Language Learners in Pronunciation Skill	Descriptive study on TikTok's use for pronunciation learning in language acquisition
Xu et al.	2024	Utilization of the Tiktok Application as A Media for Learning the History of Islamic Culture	Mixed-methods study focused on student motivation and engagement in language learning through TikTok
Siregar et al..	2023	Exploring the Characteristics of Arabic Learning Content on Tiktok and Instagram: A Qualitative Analysis	Qualitative analysis of Arabic learning content on TikTok and Instagram

The table provides a detailed overview of recent research trends dealing with TikTok and its impact on the language learning process, particularly on Arabic language learning. Aldossari's (2024) research evaluates the effectiveness of TikTok in improving the speaking proficiency of young Saudi learners. He claims that TikTok integrates interesting components into its design that allow its users to interact with certain content while learning a new language. Fitria's (2023) study, on the other hand, looks at TikTok in pronunciation practice and makes a descriptive study on the values that the active use of TikTok content brings to learners. The final paper by Xu (2024), which uses both qualitative and quantitative approaches to understand students' learning motivation and engagement in language learning using TikTok devices, explains how social media can be used for language learning. These patterns indicate the rising importance of TikTok by studying languages despite its entertainment characteristics. That is enriching multimedia content, which aims at promoting language skills instead than just bridging learning with fun. Siregar et al. (2023) in their study 'Exploring the Characteristics of Arabic Learning Content on TikTok and Instagram,' carried out a qualitative study to analyze the practice of Arabic language education on these social networking sites. The research looked at two main areas: the type of content posted by accounts that teach Arabic and the extent to which these accounts are interactive. It was found that most of the content created for learning Arabic on TikTok and Instagram is short and focused on the practical aspects of the language, focusing mainly on vocabulary, grammar and pronunciation. The authors pointed out that an advantage of these two platforms is that there are short, informative and engaging videos that enable the learning of certain skills in a short time, especially for visual and auditory learners. This analysis, therefore, emphasizes the importance of social medium in enhancing

informal education, which is leading to the advancement of teaching languages in a way that most students today would prefer.

In conducting the research on 'the role of TikTok in promotion Arabic language learning among millennials and Gen z,' the theoretic aspect can be grounded in several key theories:

Uses and Gratifications Theory (UGT):

This theory examines the reasons why people actively choose certain forms of media and the satisfactions they derive from them. UGT would assist in explaining using TikTok for learning Arabic among Millennials and Gen Z, no matter the reason - fun, interaction with friends and family or even education. This theory has also been incorporated with using TikTok's content creation features examining the extent to which users engage with the site for various reasons, including learning a language (Ng & Kuok, 2024).

Cognitive Load Theory:

Content that's as short as that on TikTok corresponds well with Cognitive Load Theory, which believes that learning material is easier when divided into smaller and more manageable parts. The framework could therefore also mean that there is no excessive cognitive load associated with the short nature of TikTok, which supports learners in acquiring new language elements.
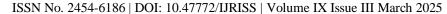
Social Learning Theory:

Bandura's social learning theory proposes that learning can take place through observation and interaction with others; hence applicable for the social aspect of TikTok where learners can virtually see real-life usage of pronunciation, grammar and language in General through videos (Fitria, 2023).

Engagement Theory:

This approach emphasizes the importance of interaction and cooperation by learning. Features like comments, duets and challenges, on TikTok are examples of interactive aspects of the application that stimulate the learning environment, hence motivation and retention (Fitria, 2023). As the theory of utility and gratification, cognitive load theory, social learning theory, and engagement theory are applied to your study variables, namely lean management and sustainable education, it is necessary to illustrate how each theory aligns with the concepts about the study context of TikTok to promote Arabic learning. The following is a detailed account of how the said theories relate to each variable:

Uses and Gratifications Theory (UGT)

- Connection to Lean Management: The Theory of Uses and Gratification (UGT) states that communication behavior is motivated by the need to use spesific medium for personal satisfaction. Lean management is about eliminating all unnecessary activities and providing customers with first- class services.

- Leaning on UGT, TikTok's strengths in offering short and focused content serves the users' desire for quick and efficient education. This is similar with the lean concept of eliminating unnecessary processes, or steps in the delivery of the education understanding optimizing the learning curve.

- Application in Sustainable Education: Education for sustainable development seeks to provide learning strategies that are effective in the long term. Within this regard, TikTok embraces effortless engagement with the user self-studying thanks to the nature of its platform HTML codes without any instructions – so reigns out the 'disbalance' of a learning process. Such treatment minimizes the repetition of the very same instruction which leads to a more sustainable form of education as the system can adapt.

Cognitive Load Theory

- Connection to Lean Management: In the framework of Cognitive Load Theory, it is prudent to deliver information in manageable portions to not overload the individual being educated. From a lean management perspective, similar to the example of the TikTok short videos, high-level concepts, such as Arabic vocabulary and constitutions, are made simpler by presenting them in smaller units. This is in line with lean management, which aims to reduce the time and resources – including cognitive resources - spent on performing a task that involves learning, for example.
- Application in Sustainable Education: Sustainable education seeks to achieve maximum productivity by passing on knowledge. The theory of cognitive load also calls for the implementation of teaching strategies that do not cognitively overload learners and thus promote a more sustainable pace of learning. The format of the TikTok lessons encourages this as it delivers the language instructions in quick sessions, which helps learners' memory to retain over a period of time without overtaxing their brain's capacity.

Social Learning Theory

- Connection to Lean Management: Lean management focuses on working together and encourages constant progress. According to the Social Learning Theory, learning is through observation and interaction. Using TikTok, learners can interact with Arab speaking fluent members or speakers and learn where and how the language is used within its cultural context. This type of collaborative and peer learning calls for less or no learning from teachers hence makes the process more effective and lean management principles are encouraged.
- Application in Sustainable Education: Social Learning Theory emphasizes learning in communities instead than in silos, as is the case with many curricula. Regarding sustainable education, processes, and practices for learning are made participatory through learning activities on TikTok that promote distributed learning between peers.

Engagement Theory

- Connection to Lean Management: Engagement Theory is based on effective interaction and meaningful participation. In lean management, this definition encompasses using engagement that supports educational goals with the least possible waste of time and effort. TikTok's features, such as the comments, duets and challenges, allow users to interact with the content and perfect the lesson through active engagement, which increases the effectiveness of learning.
- Application in Sustainable Education: Sustainable education is based on the potential for long term engagement of students by learning so that it extends beyond the classroom. The interactivity of TikTok motivates constant engagement in learning a language, which helps to maintain the learner's interest and knowledge over time.

Synthesis: Theories About Lean Management and Sustainable Education

- Lean management: All of the above theories have to do with lean management in that they ensure that the process of learning Arabic on TikTok is efficient and enjoyable and that there is no overproduction. In this respect, UGT focuses on the learners' needs in content, whereas Cognitive Load Theory focuses on the useable information provided. In addition, social learning theory encourages teamwork, while engagement theory values participation. All of this promotes activities that are waste-free and valuable, i.e. the principles of lean management.
- Sustainable Education: More modern educational theories stipulate that the teaching and learning processes, should be dynamic, inclusive and enduring, such as in the case of sustainable education. Since cognitive attention theory influences language learning through these processes, as suggested by UGT, it helps to bring the learning goals within the learner's reach, which are centred on the correct application of knowledge. Social learning theory allows learning to take place through interactions between learners,

while engagement theory ensures that a high level of productive activity is maintained. All of this aims to create an environment that supports language emergence beyond the classroom.

Applying these theories of lean management and sustainable education makes it possible to view TikTok's involvement in Arabic language teaching as both productive (lean) and sustainable. Given TikTok's focus on a short form of content with interactive tools, it has managed to mitigate the challenges, in learning that involve the effective use of cognitive resources, learning to work with others, and the need to stay focused for long periods, elements that characterize both lean management and sustainable education.

CONCEPTUAL FRAMEWORK

The theoretical base of this research proposes using TikTok, a widespread network, as a contemporary tool for learning the Arabic language within the concepts of lean management and sustainable education. The independent variable, TikTok usage, can also be described using factors: Number of clicks, frequency of use, type of content (vocabulary, grammar or pronunciation) and user activity. The platform's short and interactive content follows Cognitive Load Theory, according to which learners' language processing skills are trained within chunks of information so that they are not overloaded with too much information and unable to process it. The underlined framework is moderated by the principles of lean management, which focus on effectiveness and reducing waste in processes, such as quiet rather than learning, focusing on complicated content and many other wastes. According to engagement theory, social interaction in the context of active engagement enabled by the use of TikTok's interactive components is a form of social interaction learning, where users learn language by practicing watching and participating with others. In the end, all these mechanisms affect the dependent variable – acquisition of the Arabic language, which is further operationalized through outcomes such as vocabulary knowledge, grammatical knowledge, and pronunciation ability. The framework provides a vision of learning outcomes that are sustainable, where the nature of the effectiveness and flexibility of the content available on TikTok promotes lifelong language learning and self-directed learning.

METHODOLOGY

Research Design, Population, Sample Size, and Sampling Technique

Research Design and Population

This study adopts a qualitative exploratory design aimed at understanding how TikTok influences Arabic language learning among Millennials and Gen Z. The exploratory nature is suitable for uncovering patterns, themes, and insights from user-Generated content on social medium platforms such as TikTok. The population for this study consists of active TikTok users within the Millennial and Gen Z age groups (ages 15–40) engage with Arabic language content on the platform.

Sample Size and Sampling Technique

A purposive sampling technique will be employed to select a sample of 50-60 TikTok content creators and language learners have consistently uploaded or interacted with Arabic learning content over six months. The purposive sampling ensures that only users actively engage with relevant content are included, allowing for in-depth analysis of high-quality data.

Data Collection

Data Collection Methods

The information is collected by analysing the content of TikTok videos about the teaching of the Arabic language. This will include the gathering and examination of video content, such as vocabulary and pronunciation lessons and grammar tutorials, user participation statistics such as likes, comments, and shares,

among others. Furthermore, semi-structured interviews will be held with the content producers and learners to determine their experiences of utilizing TikTok as a learning platform (Langos, 2014).

Data Analysis

TikTok video content will undergo a thematic analysis examining trends in content creators' delivery of Arabic courses, learners' responses and their overall engagement. The transcripts of the interviews will also be subject to thematic analysis to identify themes around learning outcomes, motivation and user experience. In addition, the parameters for user engagement, such as the number of interactions with the videos and the sharing of content, as described by Jilcha Sileyew (2020), are analyzed using descriptive statistics.

Variables and Measurement

The significant constructs of the research consist of:

- Independent Variable: Learning Arabic through TikTok, assessed by the extent and frequency of TikTok use.
- Dependent variable: Learning outcomes in the form of self-reported improvements in vocabulary, grammar and pronunciation skills.
- Moderating Variable: Level of user engagement is expressed in terms of quantity of likes, shares and comments in respect to educational content.

Reliability and Validity of Questionnaire

To guarantee dependability, a pretest on a select sample of TikTok participants will be carried out on the interview and questionnaire instruments prior to actual field deployment. Cronbach's alpha coefficient will be used to assess the reliability of the survey questionnaire. On the other hand, the validity assessment tools are provided to language acquisition and social media education experts who evaluate them in terms of the extent to which the items measure the correct concepts (Khan et al., 2023).
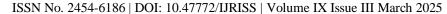
DISCUSSION

The results of this study underline the likelihood that millennials and Generation Z can effectively learn Arabic through the medium of TikTok. This is in line with other studies that have shown how social networking sites, in this case TikTok, facilitate language learning through entertaining, participatory and concise content. More recent publications suggest the same, as TikTok provides a pedagogical environment with short video clips, algorithms for users, and participatory learning, which is conducive for learning (Fitria, 2023).

Relationship with Social Learning Theory

Social Learning Theory (Bandura, 1977) provides a theoretical underpinning for the results attained and suggests that people's behavior changes as they observe, model, and imitate the behavior of others. TikTok's video format gives the user the opportunity to 'model' Arabic vocabulary, pronunciation and grammar, which can be imitated and practiced by learners. Viewing from the interactive aspect and peer learning, where other users leave comments or even feedback, enhances the learning experience following this theory (Mariyam, 2023).

Gamification and Motivation

In addition, this paper takes a closer look at self-determination theory (Ryan & Deci, 2000), which assumes that users are sufficiently motivated to learn because they find the content engaging, which helps them to fulfil their needs for autonomy, competence and relatedness. With its playful features such as challenge, like and share, TikTok encourages learners by giving them quick feedback and encouraging them to work on their

language skills. However, studies by Lathifah et al. (2024) have shown that social platforms such as TikTok can increase intrinsic motivation due to the social rewards and adaptive features they offer.

Mobile Learning and Accessibility

This study adds to the existing literature on mobile-assisted language learning (MALL), which is characterized by the fact that the ease of access and mobility offered by mobile devices promotes the concept of learning anywhere, anytime. TikTok's mobile-first approach allows users to interact with Arabic content anytime, anywhere, making it an effective language learning tool. Most previous mobile learning studies have reported that the parents' and learners' ability to determine the timing of learning activities and enable the usage of the learning content whenever necessary increases engagement and retention and reduces the limitations imposed by the standard classroom.

User Engagement and Learning Outcomes

In this study, user engagement proves to be a very important variable for increasing success in language learning. Active interaction in the process, such as commenting on videos, sharing content or participating in TikTok challenges, enables learning and reinforces the application of language learning. Activities such as liking or sharing a post are considered engagement with the content and contribute to the 'part discussed in the previous works on digital learning environments in the respective field (Jilcha Sileyew, 2020): "therefore it is relevant".

Implications for Arabic Language Learning

The conclusions from this study help to understand the role of TikTok as an informal learning space that offers learners of Arabic the opportunity to learn the language through authentic exposure to language, culture and interactions with other learners. With the possibilities offered by the application, teachers can introduce TikTok into the organized context of language teaching and thus also present the idea of blended teaching, where both formal and informal learning takes place. This aligns with research that has found that social media, when used strategically, complements formal instruction and general language acquisition (Hamed Taherdoost, 2021).

CONCLUSION

This study focuses on how the use of TikTok can support Arabic language learning for Millennials and Gen Z. The initial findings confirm that the content on the platform is highly interactive and engaging, thus supporting vocabulary acquisition and pronunciation improvement, as explained by social learning theory and self-determination theory. In this case, learners are encouraged to actively participate through engagement in the short videos as well as the presence of other learners, supporting the view of a social medium in education.

At the most essential level, this study helps unfold the potential of TikTok as a Mobile Assisted Language Learning (MALL) device by explaining how it can promote language development beyond the confines of the classroom. In other words, these findings imply that instead than entirely relying on the traditional Arabic language teaching-learning methods, there is a need for using TikTok for purposes of enhancing its teaching and understanding by creating appropriate, effective learning activities focusing on the gamification and personalization aspects of the platform.

Interestingly enough, it ought to be mentioned that in spite of promising outcomes, this study has its issues. One of the primary concerns is that the students' ratings are based on self-reported questionnaire, which may lead to skewed views concerning the effectiveness of using TikTok. Furthermore, the current assessment of millennials and Generation Z may also not apply to older individuals or learners with different levels of education. Further research might investigate other functions of TikTok in language learning, including the

grammar or cultural aspects of the language. Including a broader age range or using a more experimental approach could enhance the understanding of the educational reach of TikTok.

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