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**TikTok as an Educational Tool to Improve Speaking and Listening Skills
in English Language Learning: A Systematic Literature Review**

*TikTok como herramienta educativa para mejorar las habilidades de
speaking y listening en el aprendizaje del idioma inglés: una revisión
sistemática de la literatura*

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ABSTRACT

This study aimed to analyze the application of TikTok as an educational tool for improving speaking and listening skills in English language learning. A systematic literature review was conducted following the PRISMA 2020 guidelines. The literature search was carried out in major academic databases, including Scopus, Web of Science, ScienceDirect, SpringerLink, ERIC, and Google Scholar. After applying the inclusion and exclusion criteria, 15 scientific studies were selected for analysis.

The findings revealed that TikTok promotes the development of communication skills through exposure to authentic content, social interaction, and the creation of educational videos. The platform was found to contribute to the improvement of listening comprehension, pronunciation, oral fluency, and learner motivation. Furthermore, the reviewed studies highlighted the importance of mobile learning and audiovisual resources in creating more dynamic and engaging learning experiences. However, challenges related to digital distractions, content quality, and the need for effective pedagogical planning were also identified.

It is concluded that TikTok has significant potential as an educational resource for English language learning, particularly in strengthening speaking and listening skills. Nevertheless, its successful implementation requires appropriate instructional strategies that maximize its benefits while minimizing its limitations in educational settings.

Keywords: TikTok, English language learning, speaking skills, listening skills.

RESUMEN

El presente estudio tuvo como objetivo analizar la aplicación de TikTok como herramienta educativa para mejorar las habilidades de speaking y listening en el aprendizaje del idioma inglés. Para ello, se desarrolló una revisión sistemática de la literatura siguiendo las directrices de la declaración PRISMA 2020. La búsqueda bibliográfica se realizó en bases de datos académicas reconocidas, incluyendo Scopus, Web of Science, ScienceDirect, SpringerLink, ERIC y Google Scholar. Tras la aplicación de los criterios de inclusión y exclusión, se seleccionaron 15 estudios científicos para su análisis.

Los resultados evidenciaron que TikTok favorece el desarrollo de las habilidades comunicativas mediante la exposición a contenido auténtico, la interacción social y la creación de videos educativos. Asimismo, se identificó que la plataforma contribuye al fortalecimiento de la comprensión auditiva, la pronunciación, la fluidez oral y la motivación de los estudiantes. Los estudios también destacaron la importancia del aprendizaje móvil y del uso de recursos audiovisuales para promover experiencias de aprendizaje más dinámicas y participativas. Sin embargo, se identificaron desafíos relacionados con las distracciones digitales, la calidad del contenido y la necesidad de una adecuada planificación pedagógica por parte de los docentes.

Se concluye que TikTok posee un importante potencial como recurso educativo para el aprendizaje del inglés, especialmente en el fortalecimiento de las habilidades de speaking y listening. No obstante, su implementación efectiva requiere estrategias didácticas adecuadas que permitan aprovechar sus beneficios y minimizar sus limitaciones dentro de los contextos educativos.

Palabras clave: TikTok, aprendizaje del inglés, habilidades de expresión oral, habilidades de escucha.



1. INTRODUCCIÓN

English language learning has become an essential component of contemporary education due to its importance in international communication, academic development, and professional opportunities. However, the development of speaking and listening skills continues to represent a challenge for many learners, particularly in contexts where exposure to authentic English is limited and instructional practices remain focused on grammar instruction and vocabulary memorization. In response to these challenges, digital technologies have emerged as innovative tools capable of enhancing language learning by providing learners with greater opportunities for interaction, communication, and authentic language exposure (Blake, 2016; Reinhardt, 2019).

The rapid growth of social media platforms has transformed the educational landscape by creating dynamic, interactive, and learner-centered environments. Among these platforms, TikTok has gained considerable attention because of its short-form video format, which enables users to access, create, and share multimedia content efficiently. The platform offers language learners continuous exposure to authentic spoken English through diverse contexts, accents, and communicative situations, making it a potentially valuable resource for improving speaking and listening competencies (Dizon, 2021; Reinhardt, 2019).

From the perspective of Mobile-Assisted Language Learning (MALL), TikTok provides opportunities for learners to engage with language beyond the classroom through repeated exposure to audiovisual materials. The combination of audio, subtitles, visual cues, and interactive features supports language comprehension and facilitates vocabulary acquisition, pronunciation development, and listening comprehension. Furthermore, creating and sharing videos encourages learners to practice speaking in authentic and meaningful ways, promoting greater confidence and oral fluency (Kukulska-Hulme, 2020; Dizon, 2021).

Research on digital language learning has demonstrated that video-based environments contribute significantly to language acquisition by increasing learner motivation, engagement, and autonomy. Social media platforms encourage students to participate actively in learning communities, interact with authentic content, and develop communicative competence through informal learning experiences. These characteristics align with contemporary language teaching approaches that emphasize meaningful



communication and learner participation rather than passive reception of information (Godwin-Jones, 2018; Reinhardt, 2020).

At the international level, interest in integrating TikTok into English language education has increased substantially in recent years. Studies suggest that the platform can positively influence speaking and listening development by providing learners with frequent opportunities to hear authentic English, imitate pronunciation patterns, and engage in communicative practices. Nevertheless, researchers have also identified challenges related to digital distractions, content quality, and the need for pedagogical guidance to ensure effective educational use of the platform (Reinhardt, 2019; Dizon, 2021).

In developing educational contexts, the incorporation of TikTok into English language instruction is expanding progressively, although limitations related to technological access, teacher training, and empirical evidence remain. Consequently, there is a need to examine the available scientific literature concerning the educational use of TikTok to identify its benefits, instructional strategies, and challenges for improving speaking and listening skills in English language learning.

Therefore, the present study aims to analyze, through a systematic literature review, the use of TikTok as an educational tool for enhancing speaking and listening skills in English language learning, identifying its principal pedagogical applications, benefits, and implementation challenges.

2. THEORETICAL FRAMEWORK

TikTok in English Language Learning

The integration of social media platforms into language education has transformed the way students interact with English learning materials. TikTok, as a short-video platform, provides learners with authentic linguistic input and opportunities for communication beyond the traditional classroom. According to Zhao and Wang (2023), TikTok facilitates exposure to real-life language use and promotes learner engagement through interactive multimedia content.

Mobile-Assisted Language Learning (MALL)

Mobile technologies have become essential tools for language acquisition due to their accessibility and flexibility. Kukulska-Hulme et al. (2022) argue that Mobile-Assisted



Language Learning enables students to practice language skills in authentic contexts while fostering autonomy and continuous learning.

Development of Listening Skills

Listening comprehension is one of the most challenging language skills for English learners. Guo and Lee (2024) indicate that short-form videos provide learners with repeated exposure to authentic pronunciation, vocabulary, and speech patterns, which contributes to improvements in listening comprehension.

Speaking Skills and Oral Communication

The interactive nature of TikTok encourages learners to create and share videos, promoting oral production and pronunciation practice. Xue and Churchill (2021) found that social media platforms support speaking development by increasing opportunities for communication and reducing learners' anxiety during oral performance.

Learner Motivation and Engagement

Motivation is a key factor in second-language acquisition. Escamilla-Fajardo et al. (2021) report that TikTok's dynamic and entertaining format increases student participation and engagement, making language learning more attractive and meaningful.

Digital Literacy and Language Learning

The use of digital platforms requires students to develop digital literacy skills alongside linguistic competencies. Hao and Lee (2023) emphasize that social media-based learning environments promote critical thinking, communication, and digital competence, all of which are essential for modern language education.

Challenges of TikTok in Education

Despite its educational potential, TikTok presents challenges related to distraction, content reliability, and pedagogical integration. Palalas and Wark (2020) argue that the effectiveness of mobile learning technologies depends largely on instructional design and teacher guidance to ensure meaningful learning experiences.

3. METHODOLOGY

This study was conducted through a systematic literature review focused on analyzing the use of TikTok as an educational tool for improving speaking and listening skills in English language learning. A systematic review allows researchers to identify, evaluate, and



synthesize existing scientific evidence in a rigorous and transparent manner, providing a comprehensive understanding of emerging educational practices and their effectiveness in language acquisition (Page et al., 2021). The study adopted a qualitative descriptive-analytical approach aimed at identifying trends, pedagogical strategies, benefits, and challenges associated with the integration of TikTok into English language education.

The literature search was carried out using internationally recognized academic databases, including Scopus, Web of Science, ScienceDirect, SpringerLink, ERIC, Taylor & Francis Online, and Google Scholar. These databases were selected because of their extensive coverage of research related to educational technology, social media, mobile-assisted language learning, digital literacy, and second-language acquisition.

The search strategy was developed using English keywords combined with Boolean operators (AND, OR) to maximize the retrieval of relevant studies. The principal search terms included: “TikTok”, “social media and language learning”, “English language learning”, “speaking skills”, “listening skills”, “mobile-assisted language learning”, “digital learning”, “short-video platforms”, “second language acquisition”, “English as a foreign language”, and “educational technology”. Search equations were adapted according to the indexing characteristics of each database to improve the accuracy of the results.

The review focused on studies published between 2018 and 2025. This period was selected because it corresponds to the rapid expansion of TikTok and the increasing interest in social media applications for language learning. Key studies conducted by Reinhardt (2019), Dizon (2021), Escamilla-Fajardo et al. (2021), Xue and Churchill (2021), Kukulska-Hulme et al. (2022), Zhao and Wang (2023), Hao and Lee (2023), and Guo and Lee (2024) have significantly contributed to understanding the relationship between social media, mobile learning, learner engagement, and language development.

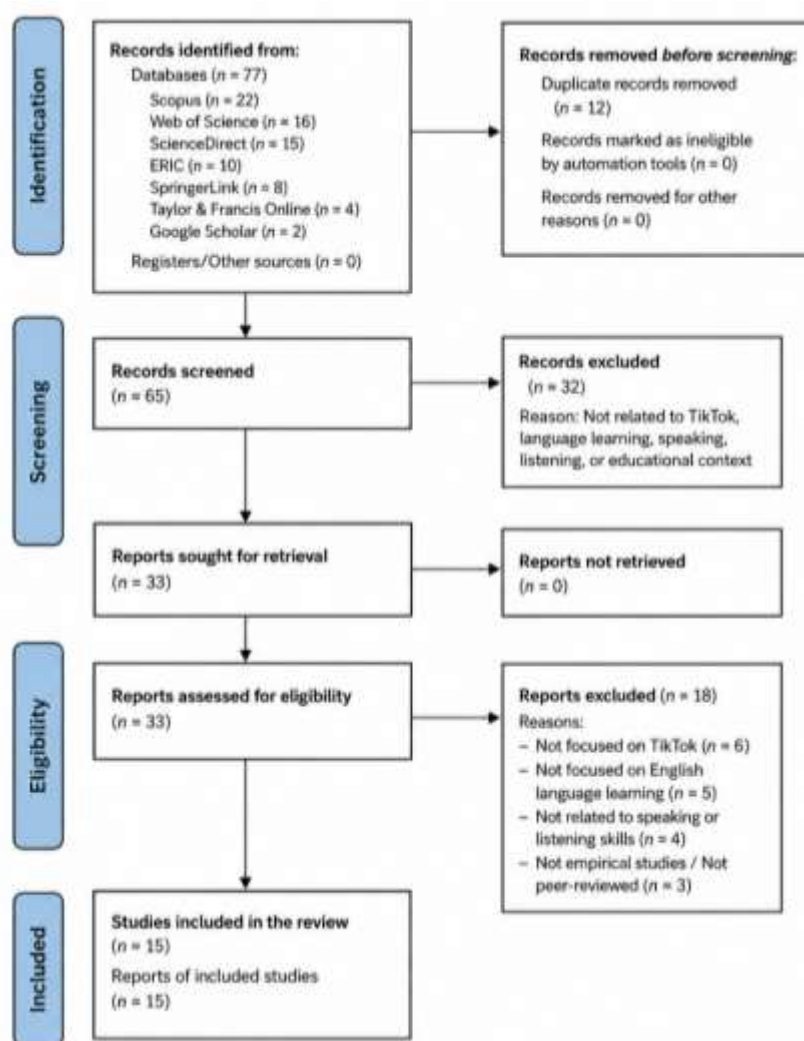
The inclusion criteria considered peer-reviewed journal articles, empirical studies, systematic reviews, and research focused on TikTok, social media, mobile learning, speaking skills, listening skills, and English language education. Only studies published in English and available in full text were included. The exclusion criteria comprised duplicate records, conference proceedings, dissertations, book chapters, opinion papers, and studies unrelated to language learning or educational applications of TikTok.



The selection process followed the guidelines established by the PRISMA 2020 Statement (Page et al., 2021). Initially, potentially relevant records were identified through database searches. Duplicate studies were subsequently removed, and titles and abstracts were screened to determine their relevance to the research objective. The remaining studies were then evaluated through full-text review to verify compliance with the inclusion and exclusion criteria.

Figure 1.

PRISMA 2020 Flow Diagram



Note. Adapted from the PRISMA 2020 Statement (Page et al., 2021). The review process identified 77 potentially relevant records. After removing duplicate studies and applying the eligibility criteria, 15 articles were included in the final systematic review.



Study Selection Process

A total of 77 potentially relevant records were identified through database searches and additional sources. After removing 12 duplicate records, 65 studies remained for title and abstract screening. Subsequently, 33 full-text articles were assessed for eligibility. Following the application of the inclusion and exclusion criteria, 15 studies were selected as the final sample for analysis. The selected studies addressed topics related to TikTok in education, mobile-assisted language learning, speaking development, listening comprehension, learner engagement, digital literacy, and social media-based language instruction.

4. RESULTS

The analyzed literature shows that TikTok functions as a complementary educational resource for improving speaking and listening skills in English language learning. Its value is mainly associated with short audiovisual content, authentic language exposure, learner interaction, and the possibility of producing oral content in a flexible digital environment. These findings are consistent with Reinhardt (2019), who explains that social media platforms expand opportunities for second-language interaction, and with Zhao and Wang (2023), who identify TikTok as a useful space for English learning when it is pedagogically guided.

Regarding speaking skills, the reviewed studies indicate that TikTok encourages oral production through video recordings, pronunciation practices, short dialogues, imitation exercises, and creative presentations. These activities allow students to rehearse, correct, and improve their oral performance before sharing their work. Xue and Churchill (2021) highlight that mobile social media environments increase opportunities for communication, while Escamilla-Fajardo et al. (2021) show that TikTok-based activities can strengthen participation and learner confidence. Therefore, the platform supports pronunciation, fluency, oral confidence, and willingness to communicate in English.

In terms of listening skills, the findings reveal that TikTok promotes comprehension through repeated exposure to short, contextualized, and multimodal input. Learners can listen to authentic speech, observe gestures, read subtitles, and associate pronunciation with visual situations. This process helps students recognize vocabulary, rhythm, intonation, pronunciation patterns, and everyday expressions. Guo and Lee (2024) emphasize that short-



video platforms favor listening comprehension by exposing learners to natural speech, while Dizon (2021) notes that audiovisual resources support informal language learning through repeated contact with authentic content.

The reviewed studies also report a positive effect on motivation and engagement. TikTok's familiar format, creative possibilities, and mobile accessibility make English learning more attractive for students. Godwin-Jones (2018) argues that mobile technologies can increase language practice beyond formal classroom spaces, while Hao and Lee (2023) indicate that social media environments contribute to digital literacy, participation, and active learning. In this sense, TikTok encourages students not only to consume content, but also to create, share, and interact with English-language materials.

Another relevant result is the connection between TikTok and Mobile-Assisted Language Learning. The platform allows students to access English content at different times and places, which increases contact with the language beyond the classroom. Kukulska-Hulme et al. (2022) explain that mobile-assisted learning supports autonomy, flexibility, and continuous practice. Based on this, TikTok can be considered useful for extending learning opportunities, especially when students need more exposure to spoken English.

Despite these contributions, the literature also identifies limitations. The main challenges are digital distraction, unreliable content, superficial learning, lack of academic control, and excessive focus on entertainment. Reinhardt (2019) and Palalas and Wark (2020) emphasize that mobile and social media learning require instructional planning, teacher mediation, and clear learning objectives. Therefore, TikTok should not be used as an isolated or improvised tool, but as part of a structured pedagogical strategy.

Overall, the results suggest that TikTok can contribute positively to English language learning, particularly in oral fluency, pronunciation, listening comprehension, motivation, and student participation. However, its effectiveness depends on appropriate content selection, teacher guidance, and the design of activities directly connected with communicative objectives. Thus, TikTok should be understood as a complementary educational tool capable of enriching speaking and listening practice when it is integrated into planned learning environments.

5. DISCUSSION



The results obtained demonstrate that TikTok has emerged as a valuable educational tool for enhancing speaking and listening skills in English language learning. The reviewed studies indicate that the platform provides learners with authentic language exposure, interactive learning opportunities, and increased engagement through short-form video content. These findings are consistent with the perspectives of Zhao and Wang (2023) and Xue and Churchill (2021), who argue that social media platforms create meaningful environments for language practice and communication.

From the perspective of speaking development, the studies analyzed suggest that TikTok encourages learners to actively produce oral language through video creation, pronunciation practice, and interactive communication. Escamilla-Fajardo et al. (2021) found that participation in video-based activities increases students' confidence and willingness to communicate. Similarly, Reinhardt (2020) emphasizes that social media environments promote authentic language use and facilitate opportunities for self-expression in the target language. These findings suggest that speaking skills can be strengthened when learners are provided with opportunities to engage in meaningful communicative tasks.

Regarding listening comprehension, the evidence indicates that exposure to authentic audiovisual content contributes positively to language acquisition. Guo and Lee (2024) highlight that short-video platforms provide learners with repeated exposure to natural speech patterns, pronunciation, and contextualized language use. Likewise, Dizon (2021) reports that audiovisual resources support vocabulary development and listening comprehension by allowing students to interact with language in realistic contexts. These findings reinforce the importance of multimedia resources in developing receptive language skills.

Another significant aspect identified in the review is learner motivation and engagement. Godwin-Jones (2018) and Hao and Lee (2023) suggest that mobile technologies and social media environments increase learners' interest and participation due to their accessibility, familiarity, and interactive nature. TikTok's format aligns with the preferences of digital-native students, making language learning more attractive and enjoyable. Consequently, the platform can contribute to greater learner autonomy and sustained participation in English learning activities.



However, the reviewed studies also reveal challenges associated with the integration of TikTok into educational contexts. Reinhardt (2019) argues that social media platforms require careful pedagogical planning to ensure that educational objectives are achieved. In addition, concerns related to content quality, digital distractions, and the reliability of online information must be considered. Therefore, the effectiveness of TikTok as a learning tool depends largely on teacher guidance, instructional design, and the appropriate selection of educational content.

Overall, the evidence suggests that TikTok can support the development of speaking and listening skills in English language learning when used within structured pedagogical frameworks. Nevertheless, further empirical research is needed to evaluate its long-term impact on language proficiency and educational outcomes across different learning contexts.

6. CONCLUSIONS

The systematic review conducted in this study indicates that TikTok represents a promising educational resource for improving speaking and listening skills in English language learning. Its interactive and multimedia features provide learners with opportunities to engage with authentic language content and develop communicative competence in dynamic learning environments.

The findings reveal that TikTok contributes positively to speaking development by encouraging oral production, pronunciation practice, and learner participation. Through video creation and interaction, students can practice English in authentic contexts that promote confidence and communicative fluency.

Furthermore, the review highlights the positive impact of TikTok on listening comprehension. Exposure to short-form audiovisual content allows learners to become familiar with natural speech, pronunciation patterns, and contextual language use, thereby supporting the development of receptive language skills.

The results also demonstrate that learner motivation and engagement are significantly enhanced through the use of social media platforms. The accessibility and attractiveness of TikTok encourage active participation and foster greater learner autonomy in the language learning process.



Despite these benefits, the study identifies several challenges related to the educational use of TikTok, including digital distractions, content quality concerns, and the need for effective pedagogical integration. Therefore, teachers play a crucial role in selecting appropriate materials and designing meaningful learning activities.

Finally, it can be concluded that TikTok has considerable potential as an educational tool for English language learning. However, its successful implementation requires careful instructional planning and further research aimed at evaluating its effectiveness in diverse educational settings and learner populations.

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