English Teachers' Self-Perceptions and the Effectiveness of Using TikTok to Enhance Speaking Skills in Young ESL Learners: A Systematic Review Paper

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Abstract
Social Networking Sites (SNSs) have emerged as the most convenient means of language learning, particularly during the COVID-19 pandemic, which prompted educators worldwide to adopt them for teaching English. SNSs are integrated into English Language Teaching (ELT) to establish connections with students, considering their strong presence on social media platforms. Notwithstanding government support, both teachers and pupils faced a slew of unexpected problems during the online teaching and learning process.Today's generation is adaptable to the constant innovations and changes in SNSs, but teachers have varied perceptions regarding the use of SNSs in ELT. Engaging with SNSs in teaching requires considerable effort from teachers in terms of time, emotions, and mental well-being, driven by their dedication to educating students. While there are numerous studies on students' perceptions of using SNSs for learning English, there is a scarcity of research on teachers' perspectives. Therefore, this systematic review focuses on teachers' perception of using TikTok for learning English and evaluates its effectiveness in the teaching and learning process. Employing the Preferred Reporting Items for Systematic Review and Meta-Analyses (PRISMA) review methodology, a total of 34 relevant articles from the years 2021 to 2023 were identified through Google Scholar databases, following specific inclusion and exclusion criteria. The results of these articles primarily emphasize the effectiveness of TikTok in teaching speaking skills in ELT. Many authors provide empirical evidence to support teachers' perception of TikTok and its impact on students' performance outcomes.
Keywords: Effectiveness, English Language Teaching ELT, Language Learning, Social Networking Sites SNSs, TikTok

Introduction

The global education systems have been significantly affected by the COVID-19 pandemic, leading to the adoption of new approaches and techniques in learning. Educational institutions worldwide have shifted their focus from traditional face-to-face teaching to online education, primarily utilizing various social networking sites (SNSs). According to Cinelli et al (2020) ,social media (SM) was widely utilized during the pandemic, and SNSs have revolutionized multiple aspects of people's lives, engaging everyone in social networks. SNSs are not limited to the entertainment industry; educators worldwide are incorporating them into their teaching and learning processes as a valuable tool, particularly for technologically adept students in language acquisition contexts according to Cinelli et al. (2020) , Gasevic et al.(2015), XD et al. (2006) and Ahmad et al. (2019). In language education classrooms, English as a second language teachers have utilized diverse social media platforms, mobile technologies, learning management systems, and other web-based educational tools. SNSs offer language learners various means to process language and receive input. A significant portion of young SM users employ their language and communication skills while engaging and interacting on these networks (Jahromi,2020). Telegram, known as an advanced interactive online platform, enables online discussions and provides a space to share messages, photos, images, and videos. It offers free access, facilitates information exchange, enables cooperation, and supports both synchronous and asynchronous communication (Jahromi,2020) and Alakrash et.al (2019) . According to Alakrash et.al (2019) ,students who are typically hesitant to participate in class or engage in discussions now have the opportunity to express their thoughts through online interactions within a group. Through features such as email, chat rooms, forums, and online discussions, students can study, freely exchange information, and share opinions, leading to a deeper understanding of the subject matter (Jahromi,2020).

According to Alakrash et.al (2021) and Salih et al.(2023) The utilization of social networking sites (SNSs) for language instruction has the potential to greatly enhance students' language abilities, self-awareness, self-assurance, and lifelong learning. In today's digital age, both teachers and students have easy access to these platforms as SNSs have become an integral part of daily life. However, despite the increasing use of SNSs in education, it is crucial to consider English teachers' perceptions and the effectiveness of incorporating SNSs for teaching and learning pronunciation. Integrating SNSs into teaching routines presents various obstacles and challenges for teachers, resulting in diverse opinions on the matter.

Hence, This paper aims to investigate teachers' perceptions of TikTok as an educational tool and assess its effectiveness for teaching English pronunciation. By conducting a comprehensive review of relevant articles focused on teachers' perspectives, valuable insights can be gained for future research and stakeholders interested in utilizing TikTok for teaching English pronunciation. The review follows the PRISMA 2020 checklist, ensuring a systematic and thorough analysis of the selected articles. Furthermore, this paper will provide a detailed exploration of SNSs and English language learning social networking sites, shedding light on teachers' pedagogical significance.

By understanding teachers' perspectives on TikTok and its potential for teaching pronunciation, this study contributes to the ongoing discourse on integrating SNSs in education. It addresses the challenges and obstacles faced by teachers when incorporating TikTok into their teaching routines, thereby providing a comprehensive understanding of the topic. The findings of this research can inform educators, policymakers, and researchers interested in leveraging TikTok's benefits for language education.However, while TikTok

offers exciting possibilities for educational purposes, it is important to consider the responsible use of the platform, adhering to guidelines and age restrictions. Safeguarding students' online experiences and maintaining a respectful learning environment should remain paramount in utilizing TikTok or any other SNS for educational purposes.

In summary, this introduction emphasizes the importance of studying the incorporation of TikTok in teaching English pronunciation. It highlights the need to understand teachers' perspectives on this platform and its potential effectiveness in language education. By investigating teachers' perceptions, this study aims to contribute to the existing body of knowledge and provide insights for future research and educational stakeholders.

Tik Tok as a social Networking site

TikTok, created by the Chinese company ByteDance and introduced worldwide in 2017, is a widely popular social media platform. It has garnered significant attention, especially from younger users, and has become one of the most widely downloaded apps globally. Unlike traditional social networking sites, TikTok is primarily recognized as a video-sharing platform. Its success stems from its short-form videos, which frequently showcase music, dance routines, comedic skits, and various forms of creative content. Nonetheless, TikTok does incorporate certain aspects of social networking.

a) User Profiles: TikTok allows users to create profiles where they can upload a profile picture, write a bio, and share basic information about themselves. Users can follow each other and receive notifications when someone interacts with their content.

b) Follow and Followers: TikTok incorporates a follow system, enabling users to follow other users whose content they enjoy. When you follow someone, their videos will appear on your "Following" feed, allowing you to easily stay updated with their latest posts. Similarly, users can gain followers who will see their content in their "For You" feed.

c) Likes, Comments, and Shares: Users can engage with videos by liking, commenting, and sharing them. Likes indicate appreciation for the content, comments facilitate discussions and interactions, and sharing allows users to distribute videos to their own followers or through other platforms.

d) Duets and Reactions: TikTok offers features such as "Duets" and "Reactions," enabling users to interact with others' videos. Duets allow users to create split-screen videos alongside another user's content, fostering collaboration and creative responses. Reactions, on the other hand, allow users to record their reactions to a specific video.

e) Messaging: TikTok offers a messaging function that permits users to send private messages to their friends or other TikTok users. This feature facilitates private video sharing, communication, and interaction between users

f) Discoverability and Recommendations: TikTok's algorithm recommends content to users based on their preferences, engagement history, and trends. This aspect enhances the social networking aspect as users can discover new creators, follow accounts aligned with their interests, and engage with a broader community.

TikTok as Education Platform

TikTok, a popular social media platform known for its short-form videos, has gained attention as a tool for language learning due to its unique features and user-generated content. While

traditional instructional methods still play a crucial role in language learning, TikTok offers several practical applications and potential advantages in this context.

1. Authentic Language Use: TikTok provides users with access to a vast amount of authentic content created by native speakers. This exposure to real-life language use, including informal conversations, slang, and cultural references, can help learners develop a more natural and nuanced understanding of the target language. (Sundqvist, P., & Sylvén, L. 2020).

2. Bite-sized Learning: TikTok's short video format, typically lasting from 15 to 60 seconds, aligns with learners' increasingly shorter attention spans and fits well into their busy schedules. By condensing language lessons into digestible segments, TikTok allows learners to engage with language learning content even in short bursts, making it more accessible and convenient. (Teng, F., & Zhang, X. ,2021).

3. Multimodal Learning: TikTok combines audiovisual elements, including speech, text, and images, to deliver content in a multimodal format. This multimodality can enhance language learning by providing multiple channels for comprehension, allowing learners to engage with the language in different ways, reinforcing their understanding, and facilitating vocabulary acquisition. (Sundqvist, P., & Sylvén, L. ,2020).

4. Community Engagement and Interaction: TikTok's social nature fosters a sense of community among language learners. Users can follow and interact with creators who share content related to language learning, creating a supportive environment where learners can exchange ideas, ask questions, and receive feedback. This sense of community can motivate learners and provide opportunities for real-world language practice. (Teng, F., & Zhang, X. ,2021).

5. Cultural Immersion: Language and culture are closely intertwined, and TikTok offers a platform to explore and immerse oneself in the cultural aspects of the target language. Users can discover videos that showcase traditions, customs, and popular trends, providing a deeper understanding of the language's cultural context. This exposure to cultural content can enhance learners' communicative competence and intercultural awareness. (Gao, X. et al. 2021).

Tik Tok in Learning English
TikTok is a particularly efficient communication tool for teaching languages since teachers may exchange input with their students outside of normal business hours (Jahromi,2020 and Cagas 2022). The idea that Tik Tok creates a new environment where students can practise English for daily usage and has paved the way for English Language learners and teachers to transition from traditional teaching methods to more convenient teaching and learning styles is the source of the pedagogical importance of Tik Tok in the learning of ESL students. One of the key issues that steadily contributes to the advancement of the educational system at all levels, from the primary level to the tertiary level, is the use of technology in the classroom. This integration is evident in the way technical components of information sharing are used, such social networking sites as said by Alakrash et.al,(2021). Teachers urge students to utilise Tik Tok on their own both inside and outside of the classroom in order to better integrate them into the educational process while also enhancing their own proficiency in language acquisition. Additionally, it gives students additional opportunity to design their own learning paths, ensures access to information sources and educational services, and promotes interaction with native speakers in the field of education stressed Pham et al. (2023).

Here are some potential uses and ideas for utilizing TikTok for educational purposes

a) Microlearning: TikTok's short video format can be utilized for delivering bite-sized educational content. Teachers or educators can create concise videos that explain specific concepts, provide quick tips, or present interesting facts. This approach can engage students' attention and make learning more accessible and enjoyable.

b) Student Presentations: Assign students to create educational TikTok videos as a creative alternative to traditional presentations. This task allows them to research, summarize, and communicate their knowledge effectively in a concise and visually appealing manner. It encourages creativity, digital literacy, and public speaking skills.

c) Language Learning: TikTok's wide user base provides an opportunity for language learners to practice their skills. Students can follow native speakers of the target language, engage with their content, and even create their own videos using the language. This immersive experience can help improve pronunciation, vocabulary, and cultural understanding.

d) STEM Demonstrations: TikTok can be a platform to showcase scientific experiments or demonstrations in a visually engaging way. Educators or students can create short videos to illustrate concepts, conduct simple experiments, or showcase science-related phenomena. This approach can spark interest in science and make complex concepts more accessible.

e) Virtual Field Trips: TikTok can be used to virtually explore different locations around the world. Teachers or students can curate educational content showcasing historical landmarks, natural wonders, or cultural experiences. It allows students to discover and learn about various places, expanding their global awareness and understanding.

f) Collaborative Projects: TikTok's duet feature enables users to create split-screen videos. Students can collaborate on educational projects by creating duet videos, such as debates, discussions, or presentations. This feature promotes teamwork, critical thinking, and peer-to-peer learning.

g) Student Engagement and Feedback: Teachers can create TikTok challenges or quizzes related to the lesson content. Students can participate by creating videos that showcase their understanding or by answering specific questions in an engaging way. This approach encourages active participation, boosts motivation, and allows for formative assessment.

It is important to acknowledge that while TikTok has demonstrated potential as a language learning tool, it should not be seen as a substitute for comprehensive language instruction. Instead, it can serve as a valuable supplementary resource to traditional methods. By leveraging TikTok's features, learners can engage with the platform to practice and reinforce their language skills in an engaging and interactive manner. This combination of traditional instruction and TikTok's unique offerings can enhance the language learning experience and contribute to overall proficiency development.

Aim of Current Systematic Review
This SLR has been conducted to identify teachers' perceptions of TikTok and their effectiveness in teaching and learning pronunciation or speaking skills. The following questions were addressed throughout the process:

a) What are teacher's perceptions towards TikTok in Teaching and learning Speaking Skill?
b) How effective are TikTok in language learning among ESL students from teachers' view?

Method

This systematic literature review followed the Preferred Reporting Items for Systematic Reviews and Meta-analyses (PRISMA) 2020 checklist as a guideline, which includes 34 items. Adhering to this checklist can optimize the quality of systematic reviews. The research methodology used in this study was descriptive comparative, with a focus on investigating teachers' perceptions of TikTok as a tool for optimize speaking and pronunciation skills in education. Moreover, the study aims to gain a comprehensive understanding of TikTok's distinct features that set it apart from other online learning platforms. By examining existing literature on the usage of social networks, this conceptual analysis primarily explores the effectiveness, practicality, difficulty, and motivation associated with TikTok in the context of English language teaching and learning. To gather a variety of scholarly perspectives and compare social networks with other online learning platforms, relevant articles were identified using the Google Scholar databases. The review process involved four phases: identification, screening, eligibility, and inclusion.

Phase 1: Identification Phase

The researchers conducted this systematic literature evaluation using the publicly available Google Scholar database, which covers a wide spectrum of peer-reviewed academic literature. Articles published between 2021 and 2023 were excluded from the search. The keywords mentioned in Table 1 were used to conduct the article search. The researchers additionally included further information, as shown in Table 2, to guarantee the inclusion of relevant papers that met their established criteria.

Table 1

Keywords used to find related articles

Database	Keywords
Google Scholar	Tik Tok AND teachers' motivation, Tik Tok AND teachers' willingness, Effectiveness of Tik Tok AND teachers, Impact of Tik Tok AND English, Impact of Tik Tok AND teachers, TikTok AND pronunciation

Table 2

Inclusion and exclusion criteria.

Criterion	Inclusion	Exclusion
Types of article	Journal articles	Book, book chapter, systematic review, proceedings
Language	English	Non-English
Year	2021-2023	<2021
Peer- review	Peer-reviewed	Non-peer-review

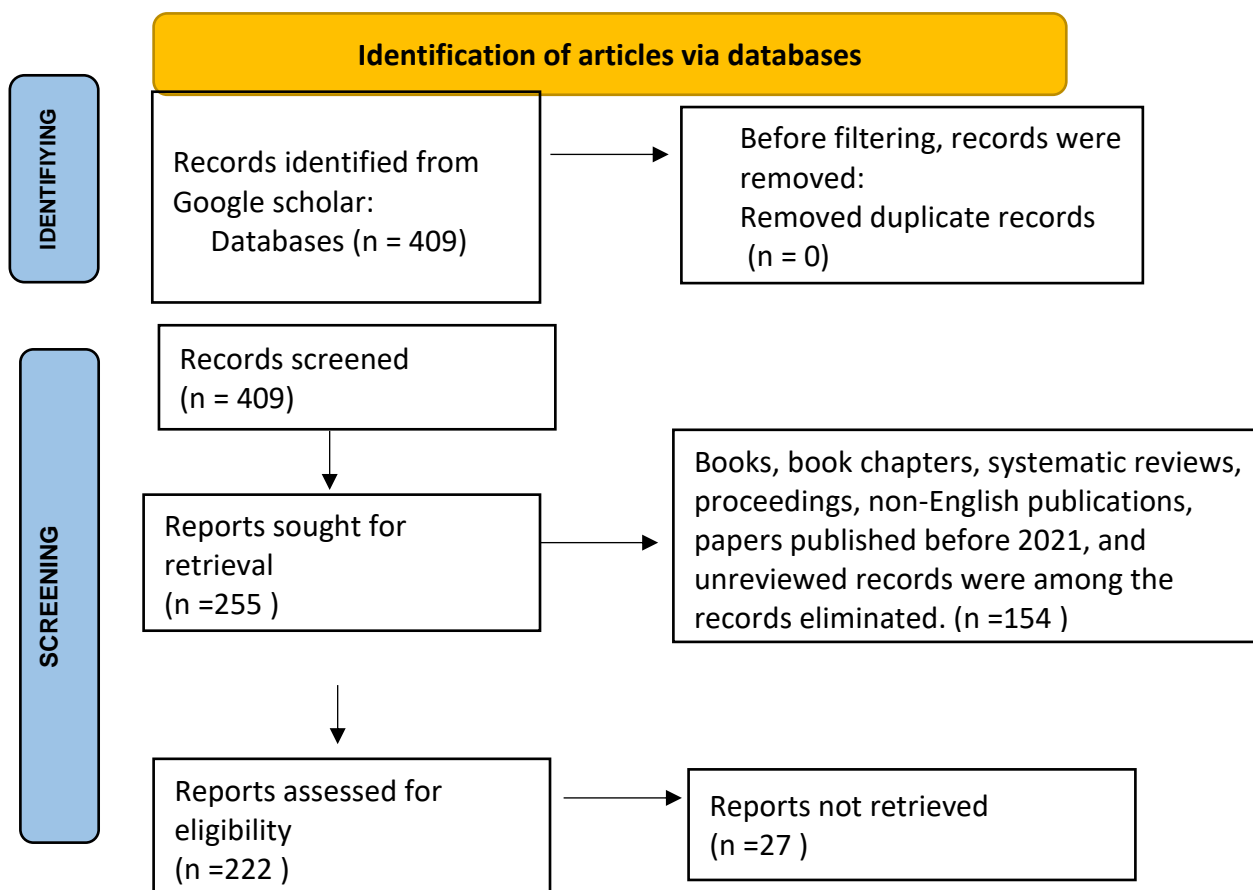| method	Mixed method/ Quantitative	Qualitative	
Perspective	Teachers, Students	parents,	

Phase 2: Screening Phase

When searching for the articles Google Scholar, no duplicates were found. The remaining articles were then examined again for compliance with the researcher's criteria.

Phase 3: Eligibility Phase

During the third phase, the collected articles underwent a thorough eligibility check to determine whether they met the criteria specified in Table 2. It is crucial to emphasize that this phase played a vital role in guaranteeing the data's integrity and dependability for this research.

Phase 4: Exclusion Phase

In the third phase of the systematic literature review, the articles that did not meet the eligibility criteria were excluded. This included articles that were not published in journals and had a publication date prior to 2021. Additionally, articles written in languages other than English were also excluded. Furthermore, perspectives from students and parents were not considered, and articles reflecting those viewpoints were excluded as well. It is crucial to highlight that the exclusion phase held equal significance to the eligibility phase in ensuring the researchers obtained high-quality data for their study.

Identification of articles via databases

IDENTIFIYING

Records identified from Google scholar:
Databases (n = 409) → Before filtering, records were removed:
Removed duplicate records (n = 0)

SCREENING

Records screened (n = 409)

Reports sought for retrieval (n =255) → Books, book chapters, systematic reviews, proceedings, non-English publications, papers published before 2021, and unreviewed records were among the records eliminated. (n =154)

Reports assessed for eligibility (n =222) → Reports not retrieved (n =27)

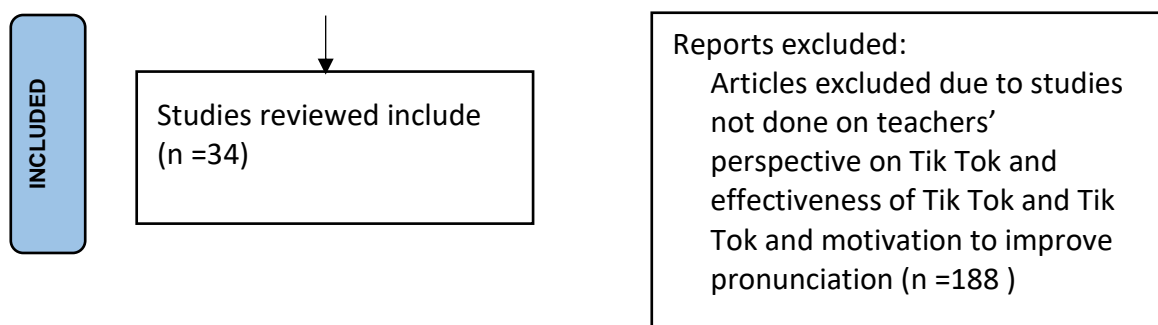| INCLUDED | Studies reviewed include (n =34) | Reports excluded: Articles excluded due to studies not done on teachers' perspective on Tik Tok and effectiveness of Tik Tok and Tik Tok and motivation to improve pronunciation (n =188) |

Figure 1 shows a clearer view of the entire process from Phase 1 through Phase 4.

Results

In this section, the outcomes of the article selection process will be presented. A total of 34 articles were identified as appropriate for inclusion in this systematic review, based on the specific criteria and following the four-phase selection process. These articles offer insights into four key aspects related to teachers' and students' perspectives on utilizing TikTok: effectiveness, feasibility, and motivation for enhancing pronunciation. The collected results have been organized and tabulated in Table 3.

Table 3

Aspects of teachers' and Students' perspectives on Tik Tok

ARTICLES (A)	Perspective		
	Effectiveness	**Feasibility**	**Motivation**
A1: Afidah et al.(2021)	/		/
A2: Asio et al.(2023)	**/**		/
A3 : Cagas,2022	/		**/**
A4: (Canani & Zulli,2022)	/	/	/
A5: (Chen& Kang, 2023)	**/**		**/**
A6: (Ferstephanie& Pratiwi,2021)	/	/	
A7 : (Yasmin &Shahin, 2023)	**/**		**/**
A8: (Ferstephanie& Pratiwi,2022)	/		**/**
A9: (Fresneda,2022)	**/**	**/**	
A10: Hersliya et al.(2022)	/	/	
A11: Komariyah et al.(2022)	/	/	
A12: (Lyana,2022)	**/**		/
A13: Mandasari et al.(2022)	**/**		

A14: Manggo et al. (2022)	/		/
A15: Marleni et al. (2022)	/	/	
A16 : (Michos,2022)	/	/	
A17 : (Mu'asiroh,2022)	/	/	
A18 : Munsyir et al.(2022)	/	/	
A19: (Muslimah, 2022)	/		
A20: (Nabila,2022)	/	/	
A21 : (Nasichah,2023)	/		/
A22: Akma et al. (2021)			/
A23 :Pasaribu et al.(2022)	/		/
A24: Pratiwi et al. (2021)	/		/
A25 : (Putri,2022)	/		
A26 : (Putry & Muassomah,2021)	/	/	
A27 : (Qodarsih,2023)	/		
A28 : Rahmawati et al. (2023)	/		
A29: Sakti et al. (2023)	/		/
A30 : (Suripto & Laurdini, 2023)	/		
A31 : (Taprika ,2022)	/	/	
A32 : (Xiuwen & Razali ,2021)	/		/
A33 : (Pratama et al. ,2023)	/		/
A34: (Zaitun & Indriani, 2021)	/		

Table 4 and Figure 2 below show the breakdown of number of research articles found on Google Scholar in relation to this systematic review

Perspective	Number of Research Articles
Effectiveness	33
Feasibility	12

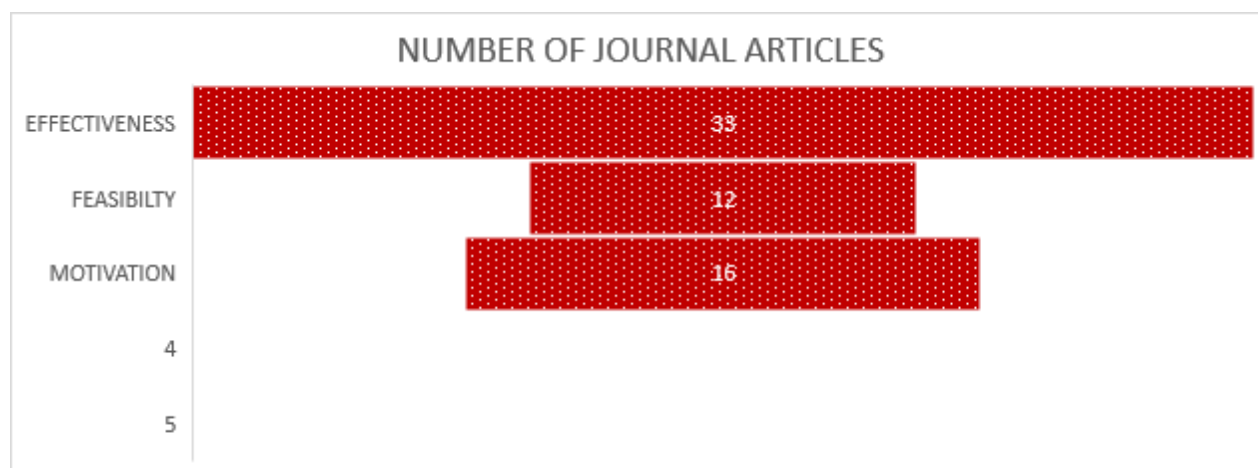Motivation   16

Figure 2. The number of journal articles relates to the Factors studied

Discussion
Teachers' Perspective on the Effectiveness of TikTok in Learning Pronunciation
A total of 34 the studies discussed teachers' perspectives on the effectiveness of TikTok in learning English. Having read through all the 34 articles, it seems that teachers generally agree that the TikTok is very effective in language teaching and learning. Many researchers (A1-A21, A23-A34) agree that TikTok is a beneficial tool in teaching and learning. A lot of respondents, mostly teachers, agree that TikTok contributes to improved academic performance and experience for students. When it comes to learning English and improving pronunciation skills, TikTok is a practical tool. TikTok teaching is a very effective method of enhancing teaching, and teachers have confidence in it. TikTok is an authentic model where it TikTok can expose learners to a wide range of native speakers, accents, and regional variations. This exposure to authentic language use can help learners develop an ear for different pronunciation patterns and improve their listening skills. However, it's important for learners to be able to distinguish between accurate and inaccurate pronunciation. TikTok's interactive features, such as duets, challenges, and comments, can promote engagement and motivation among learners. When learners are motivated and actively engaged in the learning process, they may be more likely to practice pronunciation and seek feedback. Teachers can harness this motivation by integrating TikTok as a supplementary tool in their teaching approach. Many teachers view TikTok as a supplementary resource rather than a standalone tool for pronunciation learning. It can be used to complement more structured pronunciation instruction in the classroom or as an independent practice tool outside of formal lessons. Teachers can curate or recommend specific TikTok accounts or videos that align with their pronunciation goals and provide accurate models.

Teachers' Perspective on the Feasibility of TikTok in Learning Pronunciation
A total of 12 out of 34 studies discussed on Teachers Perceptions of Feasibility of TikTok. After analyzing the 12 articles (A4,A6,A9-11,A15-18,A20,A26 & A31), most of the researchers come to the conclusion that teachers can manage the educational process using Tiktok . Most of

the teachers agree that they use them in daily lessons . According to articles A1-A21 ,researchers point of view which says teachers TikTok as an economical way to transfer knowledge to students. Article A30-A31 highlighted, interestingly many teachers viewed the evaluation of the technology skills of the teachers themselves during Pandemic where they acquire new skills using SNSs. Many teachers created new videos educational materials for their students via TikTok (Michos,2022) Using TikTok in English was generally not a challenge for most teachers in classrooms or during remote-learning but they have to face difficulties with the Internet and other technical issues. In addition, even those with better teaching conditions faced technology limitations in their live sessions as well as when they tried to make videos. Some of the factors that influence the integration of TikTok in education include teacher self-efficacy and positive teacher perceptions. Intrinsic factors, such as a lack of confidence among teachers during teaching, beliefs, and value, weren't found to be the main reasons blocking young teachers' use of TikTok in their classrooms (Ferstephanie& Pratiwi,2022).

Teachers' Perspectives on How TikTok Motivates Learners and Teachers
Research has shown that creating an emotionally supportive classroom environment leads to positive outcomes for students. Sakti et al. (2023),When classrooms are emotionally supportive, students tend to develop a greater respect and fondness for their teachers, and their behaviour improves Moreover, fostering a pleasant and open classroom climate that acknowledges and addresses students' emotions can enhance their connection to the learning process, resulting in improved academic success and personal development as adolescents and citizens (Lyana,2022)

Social media can also contribute to enhancing students' motivation, self-confidence, and interest in learning [9]. However, for teachers to be willing to engage in online teaching, various intrinsic and extrinsic factors come into play. Teacher readiness, which encompasses self-efficacy, ease of use, and computer comfortability, is a higher-order construct that reflects the essential technology-oriented elements necessary for effective online teaching. However, willingness alone is not enough to drive behaviour. The support provided by the institution and the home environment are crucial factors in facilitating a successful online teaching process and a conducive teaching environment can strengthen these supportive factors (Mu'asiroh,2022).Here are some perspectives on how TikTok can be motivating from both the learners' and teachers' point of view:

Learners' Perspectives
1. Engaging and Interactive Content: TikTok's short and visually appealing videos can capture learners' attention and make the learning process more engaging. Educational content presented in a creative and entertaining way can motivate learners to explore new concepts and retain information more effectively (Manggo et al., 2022)
2. Peer Learning and Community: TikTok allows learners to connect with like-minded individuals and form communities around shared interests or educational goals. By following educational content creators or participating in educational challenges, learners can feel a sense of belonging and motivation through interactions with peers (Pratama et al., 2023)
3. Bite-sized Learning: TikTok's format of short videos encourages the delivery of information in bite-sized chunks. Learners can quickly consume and understand content without feeling overwhelmed, making learning more accessible and enjoyable. (Ferstephanie& Pratiwi, 2021)

4. Creative Expression: TikTok provides learners with a platform to express their creativity through video creation. This creative outlet can foster motivation by allowing learners to showcase their knowledge, skills, and unique perspectives in an engaging and interactive way. (Hersliya et al.,2022)

Teachers' Perspectives
1. Relevance and Pop Culture Appeal: TikTok's popularity among students allows teachers to leverage the platform's appeal to connect with learners in a more relatable manner. By incorporating TikTok trends, challenges, or references into their teaching, teachers can make the content more relevant, relatable, and ultimately more motivating for their students. (Xiuwen & Razali ,2021)
2. Informal Learning Environment: TikTok's informal nature and user-generated content create an opportunity for teachers to present educational content in a less traditional and more approachable way. By adapting their teaching methods to the platform's style, teachers can engage learners who may not respond as well to traditional classroom settings. (Nabila,2022)
3. Increased Student Participation: By integrating TikTok into the classroom, teachers can encourage active student participation. Assigning video projects or challenges related to the curriculum can motivate students to take ownership of their learning and actively engage with the material.(Asio et al.,2023)
4. Student-Teacher Collaboration: TikTok can facilitate collaboration between teachers and students. Teachers can create educational content or tutorials, while students can contribute by creating their own videos or sharing relevant content. This collaborative approach can enhance the teacher-student relationship and create a shared sense of motivation and achievement. (Canani & Zulli,2022)
It is worth noting that while TikTok can offer motivational benefits, it should be used judiciously and with consideration for privacy, safety, and age-appropriate content. Additionally, the effectiveness of TikTok as a motivational tool may vary depending on the subject matter, age group, and individual learning styles. Teachers should assess the suitability of TikTok within their specific educational context and incorporate it as a complementary tool alongside other established teaching methods.

Conclusion
The study of English teachers' self-perceptions and the effectiveness of using TikTok to improve speaking skills in young ESL learners is a timely and significant research area. Exploring the practicality and efficacy of incorporating TikTok into language learning can offer valuable insights into innovative teaching methods and their impact on students' language proficiency.
This research specifically focuses on investigating teachers' perspectives on integrating social networking sites (SNSs) into the classroom. It examines four key aspects: teachers' beliefs about the effectiveness of SNSs, their views on feasibility and associated challenges, and the influence of SNSs on student motivation. The majority of teachers hold a positive view of SNSs' effectiveness, particularly in language teaching, where they have successfully integrated SNSs to enhance listening, speaking, reading, and writing skills. Teachers acknowledge the feasibility of incorporating SNSs into their teaching practices. However, they do encounter certain difficulties, including a lack of technical support, time constraints, limited face-to-face interaction with students, and insufficient pedagogical training on effective SNS usage.

Nevertheless, teachers observe increased learner motivation in English language teaching classrooms through the use of SNSs. The findings from this systematic literature review provide valuable insights into teachers' perspectives on SNSs in language education and validate their effectiveness in language learning for ESL students. It is crucial for all education system stakeholders to recognize and value the importance of SNSs in education, particularly in language education, based on the viewpoints of teachers and educators. Consequently, education stakeholders and policymakers should prioritize providing teachers with pedagogical training, reliable internet facilities, and reduced workloads to enhance their competence and productivity in effectively utilizing social networking sites.

To begin with, examining English teachers' self-perceptions is essential as it provides an understanding of their attitudes, beliefs, and confidence in utilizing new technologies like TikTok in the classroom. Teachers' perceptions play a crucial role in their instructional practices and can influence their willingness to adopt innovative teaching methods. Understanding teachers' perspectives can help identify potential barriers or challenges they may face when integrating TikTok and address them through targeted professional development programs or support.

Additionally, evaluating the effectiveness of using TikTok to enhance speaking skills in young ESL learners is important to determine the impact of this platform on language acquisition. TikTok, as a multimedia-based social media platform, offers unique opportunities for students to engage with authentic spoken English content, practice pronunciation, and improve their oral communication skills. By examining the outcomes of using TikTok, researchers can assess the effectiveness of this tool in promoting language learning and identify the specific speaking skills that benefit the most from its usage.

Furthermore, studying the utility of TikTok in language learning provides insights into its practical applications and potential advantages over traditional instructional methods. TikTok's popularity among young learners makes it a highly engaging and relatable platform that can capture students' attention and motivation. Its short video format encourages concise and focused language production, allowing learners to practice expressing themselves within limited time frames. Additionally, TikTok's vast content library offers a wide range of topics, language varieties, and cultural contexts, exposing learners to diverse linguistic input and promoting intercultural competence.

Research in this area can also explore the challenges and limitations of using TikTok for language learning. It is important to investigate potential drawbacks such as the authenticity and accuracy of the language used in TikTok videos, the need for effective guidance and support from teachers, and the possibility of distractions or inappropriate content. Understanding these limitations can help educators design appropriate teaching strategies, develop evaluation criteria, and address potential concerns that arise when integrating TikTok into language classrooms.

In conclusion, investigating English teachers' self-perceptions and the effectiveness of using TikTok to enhance speaking skills in young ESL learners provides valuable insights into innovative language teaching practices. By examining the usefulness, advantages, limitations, and potential challenges of TikTok as a language learning tool, researchers can offer evidence-based recommendations to educators and contribute to the ongoing discussion on effective language pedagogy in the digital age.

Challenges and Limitations

This systematic review provides valuable insights for educators interested in integrating social networking sites (SNSs) into their classrooms. However, there are certain limitations in the study that should be addressed in future research on this topic. The search for relevant articles was limited to ERIC and Google Scholar, resulting in only 34 articles being included. It is important to acknowledge that there may be additional articles available from other databases, such as SCOPUS and WoS. The authors of this paper chose to focus on ERIC and Google Scholar due to time constraints. Furthermore, the search was limited to articles published within a two-year period. This decision was made to manage the large number of articles available and prioritize time efficiency. To enhance the research, it would be beneficial to incorporate perspectives from different scholars. This approach could either strengthen the existing findings or reveal different results based on research conducted at various educational institutions.

Implications and Recommendations

The aim of this research was to assess how effective TikTok is in teaching English language pronunciation and speaking skills, specifically from the perspective of teachers. Teachers generally have a positive view of TikTok, both inside and outside the classroom. However, one major concern highlighted in the reviewed articles is the impact of Internet connectivity on students' ability to learn. Despite the increasing trend of globalization, many regions still face challenges in accessing the Internet, leaving certain individuals marginalized as technology becomes an integral part of our lives. Education, which is a basic necessity, should be accessible to all students, regardless of their race, socioeconomic status, or background. To achieve a fair education system, it is crucial for educational stakeholders to make a greater effort in ensuring equal access to education for everyone. Future research should delve into the integration of social networking platforms into education, considering factors such as internet access and device availability. It is important to not only identify these issues but also find viable solutions and determine the way forward. Researchers should investigate teachers' perceptions of TikTok-based learning, both in online and in-class settings, to gain a comprehensive understanding. Further research is needed to explore the potential benefits that platforms like TikTok, WhatsApp, and Facebook offer to the educational system.

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