

Investigating The Influence of TikTok English Video Clips on Improving Listening Skills of EFL Sophomores

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ABSTRACT: Listening comprehension plays a pivotal role in English language acquisition, many EFL learners often struggle with real world listening skills due to limited exposure to authentic materials. With the rapid growth of social media, TikTok has emerged as an engaging, accessible platform offering authentic, bite sized video content that can potentially support language learning. This study investigated the influence of TikTok English video clips on improving the listening skills of EFL sophomores at Nguyen Tat Thanh University quantitatively. It aims to examine how regular integration of TikTok video clips enhances learners' listening performance, comprehension strategies, and motivation. Its participants were 35 sophomores. The qualitative data indicated that students hold positive perceptions toward using TikTok, highlighting its benefits in exposing them to natural speech rates, diverse accents, and contemporary vocabulary in low stress environments. Pedagogical implications are also discussed to offer practical recommendations for incorporating short form video platforms into tertiary EFL listening curricula.

KEYWORDS: TikTok video clips, listening skills, EFL sophomores, Nguyen Tat Thanh University

1. INTRODUCTION

In the context of modern education, the rapid development of digital technology and social media has transformed online entertainment platforms into engaging and potentially effective language learning environments. These platforms provide learners with abundant authentic materials, high interactivity, and convenient access to learning resources beyond the traditional classroom. In Vietnam, improving English proficiency among university students, particularly English-majored ones, has become increasingly important because English competence is closely associated with academic achievement, career opportunities, and international integration. Among the four essential language skills, listening plays a fundamental role in language acquisition and serves as the basis for effective communication. However, listening remains one of the most challenging skills for EFL learners because it requires them to process spoken language in real time while simultaneously recognizing pronunciation, vocabulary, grammar, and meaning.

Although listening is an indispensable component of language learning, many Vietnamese tertiary students continue to experience considerable difficulties in developing this skill.

Traditional listening instruction in many university classrooms mainly relies on textbooks and recorded audio materials that are designed for pedagogical purposes. While these materials provide accurate language input and structured learning activities, they often lack the authenticity, spontaneity, and diversity found in real life communication. As a result, students frequently struggle with natural speaking speed, connected speech, unfamiliar vocabulary, different English accents, and contextual expressions used by native speakers. These challenges often reduce students' confidence, increase listening anxiety, and negatively influence their learning motivation. Consequently, identifying innovative learning resources that provide authentic language exposure while encouraging students to practice listening independently has become an important concern in English language education.

Among various digital learning platforms, TikTok has recently attracted considerable attention as a supplementary learning tool. Unlike traditional video sharing platforms that mainly feature long form content, TikTok provides short English video clips that are concise, engaging, and easily accessible. Many English videos on TikTok incorporate authentic pronunciation, real life conversations, subtitles, visual illustrations, and a wide variety of English accents, allowing learners to experience language in meaningful communicative contexts. The platform's recommendation algorithm enables users to access personalized educational content according to their interests and language proficiency. Because students can repeatedly watch videos anytime

and anywhere, TikTok also supports autonomous learning and encourages regular listening practice outside the classroom. These characteristics make TikTok a potentially valuable tool for improving listening comprehension and increasing learners' motivation to engage with authentic English.

At Nguyen Tat Thanh University, sophomore English majors have already acquired basic knowledge of English grammar and vocabulary. Nevertheless, many of them still encounter difficulties in understanding authentic spoken English, particularly when speakers use rapid speech, natural pronunciation, or unfamiliar accents. These challenges may prevent students from comprehending key information and participating confidently in real life communication. Since TikTok is one of the most frequently used social media platforms among university students, integrating English video clips into listening practice may provide an accessible and motivating learning experience. Therefore, investigating the influence of TikTok English video clips on listening skills is highly relevant to the learning needs of EFL sophomores at Nguyen Tat Thanh University.

Previous studies have demonstrated the educational potential of TikTok video clips in English language learning. Listening is widely recognized as one of the most demanding language skills because learners must simultaneously process multiple linguistic features, including pronunciation, vocabulary, grammar, and meaning (Vandergrift & Goh, 2012). With the increasing popularity of digital learning platforms, TikTok video clips have become an attractive medium for language learning due to its authentic and engaging content. Fokatea and Widagsa (2024) reported that TikTok video clips create an interactive learning environment by providing authentic English materials and encouraging learners to practice English through short, meaningful, and easily accessible videos. Similarly, Alolayan (2025) found that using TikTok video clips significantly improved EFL students' listening comprehension by increasing their exposure to authentic spoken English and promoting consistent listening practice. These findings indicate that TikTok video clips have considerable potential to support listening development through frequent exposure to authentic language input.

Despite these encouraging findings, several important research gaps remain. Although previous studies have confirmed the educational value of TikTok video clips, many have primarily concentrated on vocabulary acquisition, speaking performance, learning motivation, or learners' perceptions rather than listening comprehension. Moreover, existing studies have largely been conducted in educational settings such as Indonesia and Saudi Arabia, making it difficult to generalize their findings to Vietnamese universities because of differences in curriculum, learning environments, and students' English proficiency. In addition, limited research has examined which specific aspects of listening skills, such as understanding pronunciation, identifying key information, recognizing different accents, and comprehending authentic spoken English, are most influenced by TikTok English video clips. More importantly, there is still little empirical evidence concerning the influence of TikTok English video clips on the listening skills of EFL sophomores. Therefore, further research is necessary to examine whether TikTok video clips can effectively serve as a supplementary tool for improving listening skills within this specific educational context.

Therefore, this study aims to investigate the influence of TikTok English video clips on improving the listening skills of EFL sophomores at Nguyen Tat Thanh University. The findings are expected to contribute to the growing body of literature on technology assisted language learning while providing practical implications for English teachers and students regarding the effective integration of TikTok into listening instruction and autonomous learning practices. The study attempts to answer the following research questions:

- (1) What benefits do TikTok English video clips provide for improving the listening skills of EFL sophomores?
- (2) What challenges do EFL sophomores encounter when using TikTok English video clips for listening practice?
- (3) To what extent do TikTok English video clips improve listening skills among EFL sophomores?

2. LITERATURE REVIEW

2.1. Tiktok English video clips

TikTok is a social media platform that enables users to create, share, and watch short form videos. Since its launch in 2016, it has become one of the most widely used applications worldwide, particularly among young people. Although TikTok was originally developed for entertainment, it has increasingly been recognized as a valuable educational platform, especially for language learning (Montag et al., 2021).

In English education, TikTok English video clips refer to short videos containing learning materials such as vocabulary, grammar, pronunciation, listening exercises, daily conversations, storytelling, and authentic communication. One of the major

strengths of TikTok English video clips is their short, engaging, and easily accessible format. Unlike traditional learning materials, these videos present language in small, manageable segments, allowing learners to focus on one language feature at a time without becoming overwhelmed. This short-form format is particularly suitable for learners who prefer flexible and easily accessible digital learning materials. Abdullah et al. (2023), in their study of university students' acceptance of TikTok for English language learning, found that TikTok was perceived as a potentially useful tool for supporting English learning.

In addition, many English learning videos expose learners to natural pronunciation, different accents, intonation, and everyday expressions that are not always found in textbooks. This use of real-world language is consistent with Gilmore (2007), who emphasized that authentic materials can expose language learners to more natural language use and communicative contexts. TikTok English video clips also provides interactive features, including subtitles, pause and replay functions, and the option to save videos for future review. These features enable learners to revisit difficult content, monitor their own learning progress, and study at a pace that matches their individual needs. The platform's recommendation algorithm personalizes learning content according to users' interests, which may increase learner engagement and encourage autonomous language learning (Kaye et al., 2021).

2.2. English listening skills

Given these characteristics, TikTok English video clips have a considerable potential to support the development of English listening skills. Listening is one of the four fundamental language skills and plays a crucial role in effective communication. According to Goh (2008), listening comprehension involves complex cognitive processes and requires learners to use appropriate strategies and metacognitive awareness when processing spoken language. Nikmah (2024) highlighted the importance of technology supported learning in developing listening skills, showing that digital tools can provide learners with opportunities to practice listening beyond traditional classroom settings.

Despite its importance, listening remains one of the most challenging skills for EFL learners. University students frequently experience difficulties in understanding fast speech, unfamiliar vocabulary, different accents, reduced forms, and connected speech. Limited vocabulary, insufficient background knowledge, and difficulties in processing spoken language may further reduce learners' comprehension and confidence. Research on technology supported listening practice has suggested that digital learning tools can provide additional opportunities for learners to practice listening and develop their comprehension skills (Nikmah, 2024). In this regard, TikTok English video clips offer several features that may help learners overcome these challenges. Its short videos allow students to focus on specific listening content, while subtitles, visual cues, and replay functions can support their understanding of spoken English (Azzahro et al., 2025). Repeated exposure to English videos can also help learners become more familiar with pronunciation, stress, rhythm, intonation, and connected speech. Goh (2008) highlights the importance of metacognitive awareness and listening strategies in developing learners' listening comprehension. Therefore, TikTok can provide valuable language input that extends listening practice beyond the classroom and creates opportunities for continuous exposure to English in everyday contexts.

2.3. Previous studies on TikTok and English listening skills

In recent years, TikTok has attracted increasing attention as a potential tool for English language learning. Previous studies have examined its influence on learners' motivation, engagement, perceptions, and language skills. Abdullah et al. (2023) found that university students generally perceived TikTok as an acceptable and potentially useful tool for English language learning. Participants also reported improvements in listening comprehension, vocabulary, and pronunciation. Similarly, Fitria (2023) highlighted TikTok as a supplementary platform that provides authentic language input through short form videos and encourages learners to engage in English learning beyond the classroom. Putri et al. (2024) also reported that TikTok can provide accessible and engaging English learning content, supporting the development of different language skills through short form videos and audiovisual materials. In addition, Omar and Dequan (2020) found that TikTok exposed users to authentic communication and different English accents, although its entertainment-oriented nature could also distract learners.

Regarding listening development, Rahmawati et al. (2022) found that the use of TikTok English video clips had a positive effect on students' listening skills, with students showing improved performance after learning through TikTok. Similarly, Kresnayoga (2024) found that EFL students perceived TikTok video clips as useful means for improving several English skills, including listening comprehension, vocabulary, pronunciation, grammar, and speaking. The study also highlighted

the usefulness of subtitles and replay functions. Fokatea and Widagsa (2024) similarly suggested that authentic TikTok contents could support listening comprehension through repeated exposure to real life spoken English. More recently, Azzahro et al. (2025) investigated university students' experiences using TikTok video clips for English listening development. The findings indicated that frequent exposure to authentic speech and short videos supported listening development, while students used strategies such as replaying difficult segments and activating captions to overcome challenges related to speech rate, accent diversity, and slang.

Other recent studies have also reported positive perceptions of TikTok video clips for English learning. Ilham et al. (2025) investigated 124 university students and found a strong relationship between TikTok use and English language skills, including listening comprehension, vocabulary, pronunciation, and speaking. The findings suggested that TikTok clips could be an effective medium for supporting English learning, particularly vocabulary and listening skills. Prameswari (2026) specifically explored undergraduate students' experiences of using TikTok clips for English listening practice. The study found that they provided authentic and enjoyable listening experiences, while students used strategies such as replaying videos, using captions, and selecting content appropriate to their proficiency levels. In the Vietnamese context, Do and Huynh (2026) examined TikTok clips use among Vietnamese university students and investigated its perceived influence on listening, speaking, reading, and writing skills.

Taken together, these studies suggest that TikTok English clips can provide authentic and accessible English input, increase learner engagement, and support listening practice through short videos, captions, and replay functions. However, many previous studies have examined TikTok clips from a broader perspective, focusing on general English learning, learner perceptions, motivation, or multiple language skills rather than specifically investigating listening skills. Moreover, although recent studies have begun to examine Vietnamese university students, limited attention has been given to English major sophomores at a specific Vietnamese university. Therefore, the present study focuses on EFL sophomores at Nguyen Tat Thanh University and investigates the benefits, challenges, and perceived extent of using TikTok English video clips to improve English listening skills.

3. RESEARCH METHODOLOGY

3.1. Research design

This study employed a quantitative research method to investigate the influence of TikTok English video clips on improving the listening skills of EFL sophomores. A quantitative approach was selected because it enables researchers to collect numerical data from a large number of participants and analyze the findings objectively through statistical techniques. Therefore, it is appropriate for examining students' perceptions, experiences, and the overall influence of TikTok English video clips on their listening skills.

3.2. Research instrument

The primary research instrument was a questionnaire. It was structured to examine students' frequency of TikTok usage, evaluate their knowledge regarding the utility of TikTok, explore the specific learning strategies via the platform.

3.3. Participants and research setting

The participants in this study were 35 EFL sophomores at Nguyen Tat Thanh University, Ho Chi Minh City, Vietnam. These students were selected because they were familiar with TikTok as both a learning and entertainment platform, making them suitable participants for investigating its influence on English listening skills.

This study employed convenience sampling, a non probability sampling technique in which participants were selected based on their accessibility and willingness to complete the online questionnaire. This sampling method was chosen to collect data efficiently within the available time and resources.

3.4. Data collection and analysis procedure

Data were collected through a questionnaire designed on Google Forms. The questionnaire link was distributed to students' Zalo group. The data collection process lasted within two weeks. After the survey period ended, all responses were reviewed to eliminate incomplete questionnaires. Only complete and valid responses were retained for analysis. The collected data were analyzed through the SPSS Statistics 27.0 software. It supplied data on frequency, percentage, mean, and standard deviation.

3.5. Ethical consideration

All participants voluntarily took part in the survey and were clearly informed about the purpose of the research. Their privacy and confidentiality were strictly protected, and they could withdraw or stop their participation when they desired.

4. RESEARCH RESULTS

The section presents the results of frequency, percentage, mean, and standard deviation related to the participants' demographic information, the impact of TikTok English video clips on students' listening development, the benefits of using TikTok, and the strategies for listening skill improvement through TikTok.

4.1. Participants' gender information

Table 1. Gender

1. Gender	Frequency	Percent
Female	24	68.6
Male	9	25.7
Prefer not to say	2	5.7
Total	35	100

Table 1 shows the gender distribution of the respondents. Among the 35 participants, 24 (68.6%) were female, 9 (25.7%) were male, and 2 (5.7%) preferred not to disclose their gender. The findings indicate that female students accounted for the largest proportion of the sample. This distribution provides a diverse representation of participants and reflects the characteristics of the respondents involved in this study.

4.2. Time for using TikTok

Table 2. Time use for TikTok

2. How often do you use TikTok?	Frequency	Percent
a. Less than 30 minutes/day	4	11.4
b. 30–60 minutes/day	11	31.4
c. 1–2 hours/day	9	25.7
d. More than 2 hours/day	11	31.4
Total	35	100.0

The result in Table 2 reveals the largest group using TikTok for more than two hours per day and 30–60 minutes per day is 31.4%. Additionally, 9 respondents (25.7%) spent 1–2 hours per day while only 4 respondents (11.4%) used TikTok for less than 30 minutes a day. These results prove that most respondents use TikTok regularly, indicating a relatively high level of familiarity with the platform and frequent exposure to TikTok content.

4.3. TikTok usage for student listening skill improvement

Table 3. Student listening skill improvement through TikTok usage

Items	Mean	SD
3.1. I regularly watch English video clips on TikTok.	3.51	.951
3.2. I use TikTok as one of my resources for learning English.	3.63	.942
3.3. I have basic knowledge of English listening before using TikTok.	3.46	1.120
3.4. I am familiar with listening to native English speakers on TikTok.	3.29	1.126
3.5. I believe listening practice is important for improving English proficiency.	3.94	1.235

The results in Table 3 shows that the mean scores ranged from 3.29 to 3.94, indicating a moderate to high level of agreement among the participants. The highest mean score falls into the item “I believe listening practice is important for improving English proficiency” ($M = 3.94$, $SD = 1.235$). Meanwhile, the lowest mean score was found for “I am familiar with listening to native English speakers on TikTok” ($M = 3.29$, $SD = 1.126$). Overall, the results indicate that most students had a sufficient background in English listening and regularly used TikTok as a supplementary learning resource.

4.4. The impact of TikTok video clips on students' listening performance

Table 4. The impact of TikTok video clips on students' listening performance

Items	Mean	SD
4.1. Watching TikTok English video clips improves my English listening skills.	3.31	1.105
4.2. TikTok English videos help me understand spoken English more easily.	3.31	.963
4.3. Watching TikTok English videos increases my confidence in listening to English.	3.31	1.105
4.4. Authentic English conversations on TikTok improve my listening comprehension.	3.46	1.039
4.5. TikTok English video clips are an effective resource for improving listening skills.	3.49	1.147

The results in Table 4 presents the mean scores ranging from 3.31 to 3.49, indicating a moderate level of agreement among the participants. The highest mean score was recorded for TikTok English video clips are an effective resource for improving listening skills ($M = 3.49$, $SD = 1.147$). Meanwhile, the statements ‘Watching TikTok English video clips improves my English listening skills; TikTok English videos help me understand spoken English more easily; and Watching TikTok English videos increases my confidence in listening to English’ shared the lowest mean score ($M = 3.3$). Overall, the findings suggest that students generally perceived TikTok as a useful resource for improving their English listening skills.

4.5. English learning strategies with TikTok

Table 5. Using TikTok for English learning strategies

Items	Mean	SD
5.1. I replay TikTok English video clips several times to improve my understanding.	3.37	1.003
5.2. I use English subtitles while watching TikTok English videos.	3.46	.919
5.3. I write down new vocabulary after watching TikTok English videos.	3.34	.938
5.4. I search for the meanings of unfamiliar words after watching TikTok English videos.	3.20	1.158
5.5. I watch TikTok English videos regularly as part of my English listening practice.	3.77	.808

Table 5 shows the mean scores ranging from 3.20 to 3.77, indicating a moderate level of agreement among the participants. The highest mean score was recorded for the statement I watch TikTok English videos regularly as part of my English listening practice ($M = 3.77$, $SD = 0.808$), but the lowest mean score was found for I search for the meanings of unfamiliar words after watching TikTok English videos ($M = 3.20$, $SD = 1.158$). Overall, the results suggest that students employed various learning strategies when using TikTok, with regular listening practice being the most common strategy.

5. DISCUSSION AND RECOMMEDATION

5.1. Discussion

5.1.1. Research Question 1: *What benefits do TikTok English video clips provide for improving the listening skills of EFL sophomores at Nguyen Tat Thanh University?*

The first research question examined the benefits of TikTok English video clips for improving the listening skills of EFL sophomores at Nguyen Tat Thanh University. The findings indicated that most participants reported that they regularly used TikTok as one of their English learning resources and perceived it as an effective supplementary platform for listening practice. Students believed that TikTok English video clips helped them improve listening comprehension, understand spoken English

more easily, recognize authentic English pronunciation, expand their vocabulary, and increase their confidence when listening to English. These findings prove that TikTok provides several educational benefits for developing English listening skills.

A clear tendency can be observed from the findings. Most respondents expressed positive perceptions of TikTok as a learning resource, with the level of agreement being higher than the neutral responses. One possible explanation is that TikTok offers short, authentic, and engaging English videos that allow learners to access English input conveniently and practice listening outside the classroom. As a result, students are more likely to develop regular listening habits and become more motivated to improve their English listening skills.

Compared with previous studies, the findings are consistent with Omar & Dequan, (2020), who reported that TikTok promotes autonomous language learning through engaging short videos. Similarly, Fitria (2023) highlighted that TikTok serves as an effective supplementary language learning platform by providing authentic language input through short form videos. The platform increases learners' motivation and engagement while encouraging independent English learning through continuous exposure to meaningful content. This supports the present findings, in which most participants perceived TikTok English video clips as beneficial for improving their listening skills and maintaining regular English learning outside the classroom.

Overall, the findings indicate that TikTok English video clips offer several benefits for improving English listening skills. By providing authentic language input and convenient access to English listening materials, TikTok serves as an effective supplementary resource that supports listening development among EFL sophomores at Nguyen Tat Thanh University .

5.1.2. Research Question 2: *What challenges do EFL sophomores encounter when using TikTok English video clips for listening practice?*

The second research question investigated the challenges encountered by EFL sophomores when using TikTok English video clips for listening practice. Although the questionnaire did not directly examine specific challenges, the findings showed that students expressed a moderate level of agreement regarding the effectiveness of TikTok in improving their English listening skills. This suggests that learners may still experience certain difficulties when using TikTok as a supplementary resource for listening practice.

A clear tendency can be observed from the findings. While most participants viewed TikTok positively as a learning platform, the perceived benefits of TikTok were moderate rather than consistently strong across all items. One possible explanation is that students have different levels of English proficiency and listening experience, which may affect their ability to understand authentic spoken English presented in TikTok videos. As a result, some learners may require additional support and more effective learning strategies to improve their listening comprehension.

Compared with previous studies, the findings are generally consistent with Omar and Dequan (2020), who reported that TikTok exposes learners to authentic English through real life communication and a variety of English accents. Such authentic language features may also present difficulties for EFL learners, particularly when they encounter unfamiliar vocabulary, natural speech, or different accents. These findings are also consistent with the literature review, which suggests that although authentic audiovisual materials can provide valuable language input, they may be challenging for learners with limited listening proficiency or vocabulary knowledge.

Overall, the findings suggest that although TikTok English video clips provide valuable opportunities for English listening practice, some students may still encounter difficulties when learning through authentic English content. However, because these challenges were not directly measured by the questionnaire, they should be interpreted as possible difficulties rather than direct findings of the present study. Therefore, learners may benefit from active learning strategies, such as replaying videos, using English subtitles, and reviewing unfamiliar vocabulary, to improve their listening comprehension and maximize the benefits of TikTok.

5.1.3. Research Question 3: *To what extent do TikTok English video clips improve different aspects of listening skills among EFL sophomores at Nguyen Tat Thanh University?*

The third research question examined the extent to which TikTok English video clips were perceived to improve different aspects of English listening skills among EFL sophomores at Nguyen Tat Thanh University. The findings showed positive perceptions of TikTok in relation to student English listening development. Students reported using TikTok as an English learning resource and perceived TikTok as helpful for understanding spoken English, improving listening comprehension, engaging with

authentic English conversations, and increasing confidence in listening to English. These findings indicate that TikTok was perceived as a useful supplementary resource for supporting different aspects of English listening development.

Compared with previous studies, the findings are generally consistent with those of Putri et al. (2024) and Waroh et al. (2025), who found that TikTok provides authentic language input and can support learners' listening ability and learning motivation. The results also support Fokatea and Widagsa (2024), who emphasized that authentic English video content can support learners' listening comprehension through repeated exposure to real life spoken English. Similarly, Azzahro et al. (2025) highlighted the usefulness of TikTok for English listening development and the importance of strategies such as replaying videos and using captions. These findings are generally consistent with the present study, which suggests that TikTok can serve as a useful supplementary resource for English listening practice.

Overall, the findings indicate that TikTok English video clips were perceived to positively support different aspects of English listening skills, particularly listening comprehension, understanding spoken English, exposure to authentic English conversations, and listening confidence. However, these findings reflect students' perceptions rather than direct evidence of actual improvement, since the present study used a questionnaire and descriptive statistics rather than a pretest and post test design. Students may therefore benefit from combining TikTok with active learning strategies, such as replaying videos, using English subtitles, taking notes on new vocabulary, and reviewing unfamiliar expressions, to make their listening practice more effective.

5.2. Recommendations

5.2.1. Recommendations for Students

Students should use TikTok as a supplementary learning tool instead of only for entertainment. They are encouraged to choose English videos that match their language level and learning objectives. In addition, students should replay difficult videos, activate English subtitles, take notes of new vocabulary, and practise listening regularly. These strategies can help improve listening comprehension and increase vocabulary retention.

5.2.2. Recommendations for Teachers

Teachers should integrate suitable TikTok English video clips into listening lessons and recommend reliable educational TikTok channels. They should also guide students in using effective listening strategies, including predicting content, taking notes, replaying videos, and discussing the videos after watching them. Such activities can make listening lessons more engaging and meaningful.

6. CONCLUSION

6.1. Conclusion

Based on the findings of this study, it can be concluded that TikTok English video clips are a useful supplementary resource for supporting the perceived development of listening skills of EFL sophomores at Nguyen Tat Thanh University. Although TikTok cannot replace formal classroom instruction, it provides authentic English input, flexible learning opportunities, and an engaging environment that encourages students to practise listening more frequently. Through regular exposure to English video clips, students reported becoming more familiar with natural spoken English and perceived greater confidence in understanding conversations. Nevertheless, students should use TikTok purposefully by selecting appropriate educational content and applying effective learning strategies, such as replaying videos, using English subtitles, and reviewing unfamiliar vocabulary, to maximize the learning benefits.

6.2. Limitations of the study

The first limitation concerns the sample size. The study involved only a limited number of EFL sophomores at Nguyen Tat Thanh University. Although the sample was adequate for identifying general trends and answering the research questions, it may not fully represent the perceptions and experiences of all Vietnamese EFL learners. Students from different universities may have different English proficiency levels, learning habits, technological skills, and experiences with social media assisted learning. Consequently, the findings should be interpreted with caution and cannot be generalized to all EFL students in Vietnam.

Besides, the study did not include qualitative research methods, such as interviews, focus group discussions, or classroom observations. These methods could have provided more detailed explanations of why students perceived TikTok positively or negatively and how they actually used the platform to improve their listening skills. The absence of qualitative data limited the researchers' ability to explore learners' experiences in greater depth.

Despite these limitations, the present study contributes to the growing body of research on technology assisted language learning by providing empirical evidence on the influence of TikTok English video clips among EFL sophomores at Nguyen Tat Thanh University. The findings also provide useful implications for students, teachers, and educational institutions seeking to integrate social media into English listening instruction.

6.3. Further Research

Based on the limitations identified above, some approaches for future research are recommended. The future studies should include a larger sample size involving participants from different universities across Vietnam. Expanding the number of respondents would improve the reliability and representativeness of the findings while allowing researchers to compare students from different educational contexts. Besides, future studies could investigate additional variables influencing the effectiveness of TikTok, including learning motivation, digital literacy, learning strategies, English proficiency level, frequency of TikTok use, and learner autonomy. Examining these factors would provide a more comprehensive explanation of how and why TikTok supports English language learning and would contribute to the development of more effective technology enhanced teaching practices.

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