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**The Role of TikTok in Enhancing EFL Students'
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The Role of TikTok in Enhancing EFL Students' Understanding of English Idiomatic Expressions in Saudi Arabia

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ABSTRACT

Understanding idiomatic expressions is an essential aspect of language proficiency, as idioms reflect cultural knowledge, communicative competence, and natural language use. This study aims to investigate the role of TikTok in enhancing Saudi EFL students' understanding of English idiomatic expressions. It hypothesizes that many EFL students are unfamiliar with English idioms and that TikTok, as a popular social networking platform, facilitates the dissemination and learning of idiomatic and fixed expressions. The study employed a descriptive analytical research design. Data were collected using a structured questionnaire administered to a random sample of 100 undergraduate EFL students selected from a population of 300 students at Onaizah Colleges in the Qassim region of the Kingdom of Saudi Arabia. The collected data were analyzed using the Statistical Package for the Social Sciences (SPSS). The findings revealed that TikTok plays a significant role in enhancing students' understanding of English idiomatic expressions. The participants agreed that TikTok provides a wide range of common idioms presented in an engaging and easily understandable manner, making it more effective than many other social networking platforms for learning idiomatic expressions. However, the study also found that EFL teachers encounter challenges when integrating TikTok into classroom instruction. The study recommends that EFL students follow educational TikTok content related to English idioms to improve their comprehension while developing an awareness of the cultural contexts in which idioms are used. It also recommends integrating digital learning tools, particularly TikTok, into English language instruction to support the teaching and learning of idiomatic and fixed expressions.

Keywords: TikTok, EFL learners, English idiomatic expressions, social media, language learning, Saudi Arabia.

INTRODUCTION:

Globally, social media and technology have had a big impact on how English is taught as a foreign language (EFL). The advantages of technology-enhanced learning environments are well acknowledged by educators and researchers, especially their capacity to increase motivation, promote learner engagement, and aid in the development of communication competences (Al-Rahmi & Zeki, 2017; Gu, 2024). Social media sites like TikTok, YouTube and Instagram provide real-world chances for interaction, teamwork, and content production, transforming students from passive consumers into active contributors (Al-Senafi et al., 2024). In addition to being comfortable and interesting for learners who are digital natives, these platforms offer creative, contextualised language exercise that improves learner autonomy and fortifies digital literacy (Zuraini et al., 2024).

One's chances of landing a career in government, business, law, and technology, the military, industry, or marketing are all improved by learning English as a second language. Idioms are therefore crucial for communicating and expressing the indirect and hidden meaning of speech. However, digital resources, like Facebook and TikTok English idioms, have helped people better understand colloquial expressions.

This study examines Informal Digital Resources like; TikTok in improving the understanding of idiomatic expressions. Due to their pre-university lack of exposure to English idioms skills, EFL learners were mentally distracted and concentrated more on equivalency words than the original meaning of the statement. For EFL students, the challenge of accurately interpreting idioms may be the biggest obstacle to successful translation proficiency. Undergraduate students sometimes lament the challenges of translating clichés like "fall in love," "be over the moon," and "be under the weather".

When they read about idioms or hear conversations that use them, some students become irritated. Furthermore, when they are unable to understand idioms, some EFL students lose hope. Lack of understanding of the precise meaning of colloquial terms may be the cause of the difficulty. Consequently, the pupils are unable to interpret the meaning of colloquial

idioms. They must use a wide range of colloquial terms to improve as readers or listeners.

Learn English idioms in an easy and fun way is Facebook platform. It has disseminated various idioms expressions and their meanings such as “*get hitched*” means to get married. For example, they are planning to get hitched next summer holiday. The idiom “*cold fish*” means a person who shows little emotion or seems unfriendly. For instance, my new boss is a cold fish, he rarely smiles. The idiom “*like chalk and cheese*” means a completely different from each other. For example, my sister and I are like chalk and cheese, she loves noise but I love quiet. The idiom “*night owl*” means a person who prefers to be awake late at night. For instance, Saleh is a night owl, so he studies best after midnight. The idiom “*tough cookies*” is an informal term for a person who is strong, resilient, determined, and not upset or defeated by difficult situation. He is tough cookies. The idiom “*feel blue*” means to feel sad. She feels blue today because she missed her family. EFL students hear the above common idioms expressions, which they appear daily on Facebook platform because they are very useful and easy to understand.

English Master Class platform on TikTok presented idioms and their meaning in English. The presenter has delivered the idioms by an easy way. For instance, the idiom “*over the moon*” means happy, “*see red*” means angry, “*fed up with*” means tired, “*come to mind*” means remember, “*spill the beans*” means reveal, “*break the ice*” means start, “*hit the book*” means study, “*a piece of cake*” means easy. If EFL student listen and repeat these idioms and their meaning, he/she can easily understand and recite them.

Vita Tri Kurniawati Hidayah¹, Khoirul Huda², Daniar Sofeny³ (2026), claim that TikTok's interactive and multimodal characteristics have transformed the app, which was first created for fun, into a potent tool for language acquisition. Its capacity to integrate textual, aural, and visual components is consistent with theories of cognitive learning that highlight the advantages of many representations. According to research by Kang and Lou (2022), TikTok's algorithmic "For You Page" (FYP) adapts material according to user preferences, providing ongoing exposure to instructional videos even when viewers are only browsing. This approach of accidental

learning offers worthwhile chances to learn language, particularly colloquial terms, in an interesting and contextual setting.

The emphasis on colloquial language makes @englishwithlakhan stand out among the various instructional accounts on TikTok. The narrative pauses to provide concise explanations after presenting idioms in natural language through scenes from films and television programs. Krashen's (2004) Input Hypothesis, which highlights the importance of understandable and contextual input in language acquisition, is supported by this approach. Idioms are placed inside genuine communication settings through the use of visual storytelling, native speaker usage, and real-world dialogue, which improves learner comprehension and retention.

Sudirman (2025) asserts that digital literacy directly affects EFL learners' capacity for interaction when using technological platforms and resources for learning. Alshumaimeri and Alzahrani (2024), who emphasised the importance of implementing critical digital literacy practices to raise learners' awareness of the necessity of analysing, evaluating, and producing digital information in order to promote the development of critical language skills, further support this claim. Since digital technologies like social media offer real-world language exposure and cross-cultural contact, digital literacy has substantial pedagogical value in EFL classrooms, especially when they are strategically integrated (Marwa et al., 2025).

Villalva Reinoso et al. (2024) claim that social media promotes ongoing, self-directed learning by exposing students to language use in everyday situations, which improves language acquisition. These platforms facilitate grammar acquisition since they are participatory and collaborative, offering chances for language interchange and peer review (Dashti & Abdulsalam, 2025). According to Ariza Covarrubias and Pons Bonals (2021), social networks are widely embraced by students because they are adaptable and encourage self-directed content selection, which challenges conventional teaching and learning paradigms.

Although there are several social networks worldwide, Facebook, MyS Pace, Friendster, Twitter, and others are the most widely used (Stelter, 2008), according to Chirimbu, Sebastian (2013). Facebook began as a Harvard University social networking site in 2004, but by March 2011, over

500 million people were actively using the social networking site (Facebook Press Room, 2011). Even though there is considerable debate regarding how teens and young students utilise social networks to meet strangers virtually (Boyd, Ellison, 2008), the purpose of this research is to support social networks as a means of improving English idiom learning.

Thanks to the invasion of technology, millennials have faster access to digital media, technology, and knowledge than any prior generation. McMahon and Pospisil (2005) list 24-hour access to technology, an advantage in multitasking-friendly contexts, and a stronger inclination toward group cooperation and other social aspects of learning as some traits of Millennial students. Additionally, this generation is renowned for having easy access to technical and cooperative experiences. Prensky (2010) asserts that "our students' needs and tolerance have changed, not their attention capabilities" (p. 2). This trait lends credence to the necessity of creating a variety of instructional strategies. Many educators are using active learning techniques because they can offer a more effective way to engage their students.

These days, students can use search engines and the internet to find the most current and relevant information available anywhere in the world (Hazaea & Alzubi, 2018). Therefore, using modern apps is more suitable for this age group than using traditional learning methods such as comic strips and comics. In today's visually rich world, students are continuously using visuals to produce meaning and knowledge (Romero & Bobkina, 2017). Visual literacy has become an essential learning skill in the twenty-first century. The field practitioners had to create multimodal materials with written information, visual images, and design elements from several angles in order to appeal to Millennials and Generation Z, two tech-savvy generations. Prensky (2001) claims that Millennial pupils are known as "digital natives." While Generation Z was born after Millennials, they are those born between 1982 and 2002 (Wilson & Gerber, 2008). However, it is impossible to define either generation precisely (Dimock, 2019).

Digital tools definitely pose a challenge to educators and teachers who are confronted with the discernible decline in fundamental language proficiency (Bennett et al., 2008). Pupils are less motivated to learn,

attentive, and courteous. My review of the literature indicates that interactive and collaborative teaching methods appear to be the most successful ways to motivate and engage students, particularly SL learners.

In Raafat, F. A. (2023), I provide a digital teaching approach where I teach English as a second language learners idiomatics, or idiomatic-figurative language, using digital memes. Digital memes were used as a digital mediator to assist teachers in scaffolding the target language's cultural component and to facilitate student participation in the learning process. I believe that digital memes would encourage students to focus more intently and make connections to the material they are studying. Additionally, kids may chuckle and feel less anxious in class thanks to digital memes, which may boost their willingness to learn. The following are the questions I hope to address in this study:

J. I. Lontas (2018). The SLA profession is once again asked to develop a systematic program for the development of idiomatic competency in second language learners. According to Lontas (2017, 17–18), "a methodological framework for idiom instruction specifically in second or foreign languages, based upon empirical and classroom-based research data, will no doubt enhance students' opportunities to achieve idiomatic competence." Idioms and idiomatic knowledge can be created and enhanced, especially when they reflect the wise application of analytics and effective application development and enablement platforms. Focusing the digital lens of idiomaticity at least promises more access to computers and information resources. The many prospects for language acquisition that arise from access alone will surely be demonstrated by making the most of modern information and communications technologies. The ability to effectively and purposefully use such technology, which includes a variety of input/output software and hardware devices, peripherals, and memory storage, is the only way to increase the generation of knowledge and linguistic insights derived from individual experience and experimentation. Students will transition from passive language observers to active language producers rather than just users of digital tools and software, despite the fact that there will surely be challenges along the way.

The purpose of the study is to investigate the influences of TikTok in improving the understanding of idiomatic expressions for EFL students. Additionally, it seeks to investigate the best digital tools used by Saudi EFL undergraduates to understand English idioms expressions.

The difficulties could take many different forms because it is crucial to recognise and comprehend idiom terms. For example, the word "man," is used to generate a number of idioms. The body parts are used to create a variety of idioms. The names of various animals, plants, fruits, and objects can also be used to create idioms. Events and stories from a wide range of disciplines, including theology, geography, physics, economics, linguistics, medicine, law, politics, current affairs, sports, physics, mythology, legend, romance, mathematics, biology, and philosophy, have been combined to produce this intriguing area of English. To communicate the intended senses or meaning, EFL students must be proficient in their comprehension of idioms and fixed expressions.

The study also helps them come up with answers and use new, creative methods to comprehend idiom expressions on TikTok. Last but not least, it helps the minister of higher education, curriculum designers to integrate Digital Resources in education to improving the understanding of idiomatic expressions Last but not least, this study aims to explore how TikTok function as unofficial digital resources to enhance comprehension of idiomatic expressions.

RESEARCH QUESTIONS:

This study seeks to answer the following research questions:

- 1- What is the role of informal digital resources in improving EFL students' understanding of English idiomatic expressions?
- 2- Which social media platforms are most effective in enhancing EFL students' understanding of English idioms?
- 3- Why do EFL students use the TikTok platform for learning English idiomatic expressions?
- 4- To what extent do EFL students benefit from the TikTok platform in improving their understanding of English idiomatic expressions?

OBJECTIVES OF THE STUDY:

This study aims to:

- 1- Investigate the role of informal digital resources in enhancing EFL students' understanding of English idiomatic expressions.
- 2- Identify the most important digital platforms that enhance the understanding of English idioms.
- 3- Identify the most popular digital platform used by EFL students for learning English idiomatic expressions.
- 4- Examine the effectiveness of the TikTok platform in improving EFL students' understanding of English idiomatic expressions.

THE STUDY HYPOTHESIS:

The study is based on the following hypotheses:

- 1- TikTok plays a significant role in improving EFL students' understanding of English idiomatic expressions.
- 2- TikTok is the most effective digital platform for enhancing EFL students' understanding of English idiomatic expressions.
- 3- EFL students believe that TikTok provides a wide range of common English idiomatic expressions.
- 4- EFL students benefit from using TikTok to improve their understanding of English idiomatic expressions.
- 5- EFL teachers face challenges when integrating informal digital resources, such as TikTok, into English language teaching.

METHODS:

The population of this study consisted of 300 undergraduate students at Onaizah Colleges, a private higher education institution in the Qassim region, Kingdom of Saudi Arabia. A random sample of 100 respondents was selected from this population to participate in the study. The questionnaire was distributed to the selected participants to investigate the role of TikTok in enhancing EFL students' understanding of English idiomatic expressions in Saudi Arabia.

The sample comprised Saudi EFL students aged between 16 and 45 years. Participants came from different areas within the Qassim region and shared Arabic as their first language (L1). All participants had studied

English as a second language (L2) for approximately six years during their intermediate and secondary education in Saudi schools. Students from different educational backgrounds, academic levels, and genders were included to ensure diversity in the sample.

This study adopted a descriptive research design and used a structured questionnaire as the primary data collection instrument. The questionnaire was specifically developed for the purpose of this study. It employed a five-point Likert scale ranging from “strongly agree” to “strongly disagree” and consisted of (15) items.

To ensure the validity of the research instrument, the questionnaire was submitted to a panel of experts in the fields of applied linguistics, EFL teaching, and educational research for review. The experts evaluated the items in terms of clarity, relevance, wording, and alignment with the study objectives. Based on their feedback, several modifications were made to improve the clarity and appropriateness of the questionnaire items. This process established both face and content validity of the instrument.

The questionnaire was organized into six sections: (1) participants' demographic information, including gender, age, educational level, employment status, and frequency of TikTok use; (2) the effectiveness of informal digital resources in improving understanding of English idioms; (3) the importance of informal digital resources in idioms learning; (4) students' confidence in understanding idiomatic expressions; (5) comparison of TikTok-based idiomatic content with other learning sources; and (6) challenges faced by students when learning English idioms.

The participants' background:

Table (1)
shows participants' age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	16 - 20	36	35.6	35.6	35.6
	21- 25	37	36.6	36.6	72.3
	26 - 40	20	19.8	19.8	92.1
	41- 45	7	6.9	6.9	100.0
	Total	100	100.0	100.0	

The age range of (16 to 45) years was selected because participants within this range are generally capable of providing informed and reliable

responses and are actively involved in academic and social activities relevant to the study. In addition, Onaizah Colleges is a private higher education institution that accommodates students from diverse backgrounds and age groups, including both those who come directly from secondary schools and employees. Therefore, selecting participants aged 16-45 years reflects the diversity of the college population and helps ensure that the survey captures perspectives from individuals with varying levels of experience and maturity, thereby enhancing the representativeness and validity of the study findings.

Table (2)
shows participants' Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	29	28.7	28.7	28.7
	Male	71	71.3	71.3	100.0
	Total	100	100.0	100.0	

Table (3)
shows participants' Educational Level

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Postgraduate University	15	15.0	15.0	15.0
	Secondary level	20	20.0	20.0	35.0
	Undergraduate University	65	65.0	65.0	100.0
	Total	100	100.0	100.0	

Table (4)
shows how frequently do participants use Tiktok for enhancing EFL students' understanding of English idiomatic expressions

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	30	30.0	30.0	30.0
	Often	39	39.0	39.0	69.0
	Rarely	8	8.0	8.0	77.0
	Sometimes	23	23.0	23.0	100.0
	Total	100	100.0	100.0	

Table (5)

shows the platform that the participants employ for enhancing EFL students' understanding of English idiomatic expressions

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Facebook	3	3.0	3.0	3.0
	Snapchat	6	6.0	6.0	9.0
	Telegram	5	5.0	5.0	14.0
	Tik tok	86	86.0	86.0	100.0
	Total	100	100.0	100.0	

DATA ANALYSIS, FINDINGS AND RESULTS:

The data for this study were collected from Saudi EFL students enrolled at Onaizah Colleges, a private higher education institution in the Qassim region of Saudi Arabia. The collected questionnaire responses were analyzed statistically using the Statistical Package for the Social Sciences (SPSS), version (25.0).

The study aimed to examine the role of TikTok in enhancing EFL students' understanding of English idiomatic expressions in Saudi Arabia. Descriptive statistical techniques were employed to analyze participants' responses across all questionnaire items. The results were presented in the form of percentages and graphical representations to illustrate variations across variables clearly.

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The following section presents the findings of the study, followed by a detailed interpretation and discussion of the results in relation to the research objectives.

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Table (6)

Digital Resources like; Tiktok provides reliable and accurate idiomatic expressions

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	44	44.0	44.0	44.0
	Neutral	9	9.0	9.0	53.0
	Strongly Agree	47	47.0	47.0	100.0
	Total	100	100.0	100.0	

According to the survey's findings, " Informal Digital Resources like: TikTok provides reliable and accurate idiomatic expressions." is the first statement on the questionnaire. The notable variation in respondents' responses to questionnaire variable (1). Just (47%) of students strongly agree, (44%) agree that Digital Resources like: TikTok provides reliable and accurate idiomatic expressions, while the smallest percentage, (9%), was neutral; therefore, there is a difference in favor of agreeing that Digital Resources like: TikTok provides reliable and accurate idiomatic expressions. This finding suggests that that the TikTok platform significantly contributes to the improvement of idiomatic phrase comprehension.

Table (7)

Tiktok efficiently improves the understanding of idiomatic expressions

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	55	55.0	55.0	55.0
	Neutral	11	11.0	11.0	66.0
	Strongly Agree	34	34.0	34.0	100.0
	Total	100	100.0	100.0	

Statistics support questionnaire item number (2) which states that TikTok efficiently improves the idiomatic expressions understanding. The findings revealed that participants' responses to variable (2) on the survey differed significantly. The results show that the maximum percentage is (55%) for agreeing and (34%) for strongly agreeing, while the lowest percentage is (11%) for Neutral. Therefore, (89%) of students concur that TikTok efficiently improves the understanding of idiomatic expressions. This finding proves that the TikTok platform plays a major part in enhancing the comprehension of colloquial idioms.

Table (8)

Utilizing of Tiktok efficiently enhancing the understanding of English idioms

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	48	48.0	48.0	48.0
	Neutral	12	12.0	12.0	60.0
	Strongly Agree	40	40.0	40.0	100.0
	Total	100	100.0	100.0	

The study found that participants' responses to variable (3) on questionnaire, statement number (3), which states that Utilizing of TikTok efficiently enhancing the understanding of idiomatic expressions. There is a considerable percentage of students who agree (48%) and strongly agree (40%). As a result, the overall student consensus rate of (88%) shows a statistically significant difference in favor of the Utilizing of TikTok efficiently enhancing the understand of idiomatic expressions. This finding proves that the TikTok platform has a big influence on how well idiomatic statements are understood.

Table (9)

Tik tok platform provides consistent utterances o different idiomatic expressions

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	46	46.0	46.0	46.0
	Disagree	5	5.0	5.0	51.0
	Neutral	9	9.0	9.0	60.0
	Strongly Agree	40	40.0	40.0	100.0
	Total	100	100.0	100.0	

The results of variable (4) on the questionnaire, which TikTok platform provides consistent utterance of different idiomatic expressions. According to the results, the highest percentages were (46%) for agree, (40%) for strongly agree, whereas disagree and neutral (14%). Therefore, the total of agreeing of Tiktok platform provides consistent utterance of different idiomatic expressions is (86%). Thus, the most crucial resource for enhancing comprehension of colloquial language is the Tiktok platform.

Table (10)

EFL students prefer using Tiktok because it is easy to search for idiomatic expressions

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	39	39.0	39.0	39.0
	Disagree	3	3.0	3.0	42.0
	Neutral	12	12.0	12.0	54.0
	Strongly Agree	46	46.0	46.0	100.0
	Total	100	100.0	100.0	

The study found those participants' responses to statement number (5) on the questionnaire, which states that EFL students prefer using TikTok because it is easy to search for idiomatic expressions. According to the results, 46% of respondents strongly agreed, (39%) of respondents agreed, while 3% disagreed and (12%) neutral. According to this statistic, (85%) of respondents agreed that EFL students prefer using Tiktok because it is easy to search for idiomatic expressions. Thus, the TikTok platform is regarded as one of the most crucial resources for enhancing comprehension of colloquial language.

Table (11)

Tiktok enables ESL student to improve the understanding of English idioms quickly more than other social networking platforms because it has rich content

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	35	35.0	35.0	35.0
	Disagree	3	3.0	3.0	38.0
	Neutral	6	6.0	6.0	54.0
	Strongly Agree	56	56.0	56.0	100.0
	Total	100	100.0	100.0	

Participants' responses to variable (6) on the survey differ significantly from one another. statement number six, states that Tiktok enables ESL student to improve the understanding of English idioms quickly more than other social networking because it has a rich content. There is a highly significant discrepancy between the participants' responses to survey statement number (6) and questionnaire variable (6). According to the survey results, (56%) of respondents strongly agreed, (35%) agreed, (3%) disagreed and (6%) neutral. As a result, Tiktok enables ESL student to improve the understanding of English idioms quickly more than other social networking because it has rich content due to the highest percentages of agreeing which is (91%). Therefore. This result proves that the most crucial resource for enhancing comprehension of colloquial language is the TikTok platform.

Table (12)

EFL students can easily grasp the meaning of the idiomatic expressions from TikTok rather than others applications

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	34	34.0	34.0	34.0
	Neutral	40	40.0	40.0	74.0
	Strongly Agree	26	26.0	26.0	100.0
	Total	100	100.0	100.0	

A highly difference in the participants' answers to variable (7) on the questionnaire, as stated in questionnaire statement number seven, suggests that EFL students believe TikTok platform can provide accurate idioms expressions. The survey's findings showed that although (34%) of respondents agreed and (26%) strongly agreed, (40%) of respondents neutral. Therefore, according to a consensus of (60%) of participants can easily grasp the meaning of the idiomatic expressions from TikTok rather than others applications.

Table (13)

EFL students feel comfortable depending on TikTok for understanding idiomatic phrases

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	49	49.0	49.0	49.0
	Neutral	21	21.0	21.0	70.0
	Strongly Agree	30	30.0	30.0	100.0
	Total	100	100.0	100.0	

The survey's findings indicated that EFL students feel comfortable depending on TikTok for understanding idiomatic phrases (8), EFL students feel comfortable depending on TikTok for understanding idiomatic phrases. Variable No. (8) on the questionnaire showed a difference in the participants' responses. (49%) of respondents said they agreed, while (30%) said they strongly agreed, (21%) said they are natural. Therefore, given the high percentages, there is a considerable difference in favour of agreeing that EFL students are at ease relying on TikTok to comprehend colloquial expressions. As a result, EFL students believe TikTok platform provides the most common idioms expressions.

Table (14)

The idiomatic expressions are more available in TikTok than other applications

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	27	27.0	27.0	27.0
	Neutral	7	7.0	7.0	34.0
	Strongly Agree	66	66.0	66.0	100.0
	Total	100	100.0	100.0	

The survey's findings indicated that the idiomatic expressions are more available in TikTok than other applications, as stated in questionnaire statement number (9), the questionnaire showed a difference in the participants' responses. (66.0%) of respondents said they strongly agreed, while (27%) said they agreed, (7%) said they neutral. Therefore, given the

high percentages, there is a considerable difference in favour of agreeing that the idiomatic expressions are more available in TikTok than other applications. As a result, compared to other apps, TikTok has a greater selection of colloquial idioms.

Table (15)

EFL students can easily grasp the meaning of the idiomatic expressions from Tiktok rather than other applications

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	33	33.0	33.0	33.0
	Neutral	40	40.0	40.0	73.0
	Strongly Agree	27	27.0	27.0	100.0
	Total	100	100.0	100.0	

Participants' responses to variable (10) on the questionnaire differ significantly from one another. Statement number ten states that EFL students can easily grasp the meaning of the idiomatic expressions from TikTok rather than other applications. The results indicated that (27%), was strongly agree, (33%), was agree, and (40%) natural. As a result, the (70%) agreement rate shows a difference in favor of grasping the meaning of idiomatic expressions from Tiktok compared to other programs, Consequently, the findings show that the TikTok platform offers more beneficial content to enhance idioms comprehension than any other applications.

Table (16)

TikTok platform is useful for understanding English idioms because the clips repeat more than once

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	47	47.0	47.0	47.0
	Strongly Agree	53	53.0	53.0	100.0
	Total	100	100.0	100.0	

Based on statistics, the study found that there is a substantial difference between participants' responses in variable (11) on the questionnaire, which states that TikTok platform is useful for understanding English idioms because the clips repeat more than once. According to the results, the largest percentage of respondents (53.0%) strongly agree, followed by agree (47.0%), As a result, (100%) of students concur that TikTok platform is useful for understanding English Idioms because the clips repeat more than

once. This agreement supports that the TikTok platform is helpful for comprehending English idioms because the videos are repeated multiple times.

Table (17)

Tiktok platform assists EFL students to enhance their understanding of idiomatic expressions gradually

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	54	54.0	54.0	54.0
	Neutral	6	6.0	6.0	60.0
	Strongly Agree	39	39.0	39.0	99.0
	Strongly Disagree	1	1.0	1.0	100.0
	Total	100	100.0	100.0	

Based on the statistics of the study, participants' responses to questionnaire statement number (12), TikTok platform assists EFL students to enhance their understanding idiomatic expressions gradually. According to the questionnaire results, (54%) of respondents agreed, (39%) strongly agreed, and (1%) strongly disagreed, and (6%) neutral. As a result, Tiktok platform helps EFL students to enhance their understanding idiomatic expressions. This agreement approves that the TikTok platform helps EFL students progressively improve their comprehension of colloquial language.

Table (18)

TikTok is challenging to adopt into the teaching contexts

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	41	41.0	41.0	41.0
	Disagree	8	8.0	8.0	49.0
	Neutral	22	22.0	22.0	71.0
	Strongly Agree	29	29.0	29.0	100.0
	Total	100	100.0	100.0	

The study found that participants' responses to statement number 13, on the questionnaire, which states that TikTok is challenging to adopt into the teaching contexts, differed significantly. According to the results, (41%) of respondents agreed, followed by (29%) strongly agreed, (22%) neutral, 8% and disagreed. Thus, there is statistically significant difference of in favor of Adopting TikTok in educational settings is difficult. Differentiating materials and their contents is one of the challenges of integrating TikTok into the classroom.

Table (19)

EFL Students require more training to employ Tiktok platform successfully

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	43	43.0	43.0	43.0
	Neutral	21	21.0	21.0	64.0
	Strongly Agree	36	36.0	36.0	100.0
	Total	100	100.0	100.0	

The study found that participants' responses to statement number (14), on the questionnaire, which states that EFL students require more training to employ TikTok platform successfully, differed significantly. According to the results, (43%) of respondents agreed, followed by (36%) strongly agreed, (22%) neutral which is the lowest percentages. This difference indicates that EFL teachers find it difficult to use and implement TikTok English idiomatic terms in their day-to-day work.

Table (20)

EFL Students are reluctant about accepting the Tiktok platform in understanding idiomatic expressions

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	35	35.0	35.0	35.0
	Disagree	10	10.0	10.0	45.0
	Neutral	22	22.0	22.0	67.0
	Strongly Agree	33	33.0	33.0	100.0
	Total	100	100.0	100.0	

The study found those participants' responses to statement number (15), on the questionnaire, which states that EFL students are reluctant about accepting the TikTok platform in understanding idiomatic expressions, According to the results, (35%) of respondents agreed, while (33%) strongly agreed (22%) neutral, and (10%) disagreed. From this result, when it comes to comprehending idiomatic expressions, EFL students are hesitant to embrace the TikTok platform. Therefore, in order to effectively use the TikTok platform and comprehend idiomatic expressions, EFL students require additional instruction.

DISCUSSIONT:

he findings of this study highlight the opportunities and challenges associated with using informal digital resources, particularly TikTok, to enhance Saudi EFL students' understanding of English idiomatic expressions. The results indicate that many EFL students have difficulty understanding English idioms because of limited vocabulary, insufficient

exposure to authentic language, and inadequate familiarity with the cultural contexts in which idioms are used. These factors reduce students' ability to interpret idiomatic expressions accurately and use them appropriately in communication.

The findings further suggest that limited exposure to digital learning resources contributes to these difficulties. Many students reported that they had not previously used TikTok or similar platforms as language-learning resources and were unaware of their educational potential. In addition, the lack of teacher guidance and structured instruction on how to search for and evaluate educational content on TikTok limits students' effective use of the platform. These findings emphasize the importance of digital literacy and teacher support in maximizing the educational value of social media.

The study also demonstrates that TikTok can make a positive contribution to learning English idiomatic expressions. Participants generally agreed that the platform presents idioms in authentic, contextualized, and engaging situations through short-form videos that facilitate comprehension and retention. The combination of visual, auditory, and contextual information appears to help learners understand the meanings and appropriate usage of idiomatic expressions more effectively than learning through isolated word lists or traditional memorization techniques.

Another important finding is that students perceive TikTok as one of the most accessible and engaging social media platforms for learning English idioms. Participants reported that its search features, authentic language input, and multimedia content make it easier to discover and review idiomatic expressions. Frequent exposure to naturally occurring language and repeated viewing of short videos may further reinforce learning and improve long-term retention of idiomatic expressions.

The results also indicate that students value the opportunity to observe native and proficient English speakers using idioms in authentic communicative contexts. Such exposure helps learners understand not only the literal meanings of idiomatic expressions but also their pragmatic and cultural functions. Consequently, students become more confident in interpreting and using idioms appropriately in real-life communication.

Despite these benefits, the findings reveal several challenges associated with integrating TikTok into EFL instruction. Teachers expressed concerns about potential distractions, inconsistent content quality, privacy issues, and unequal access to suitable devices and reliable internet connections. These challenges suggest that TikTok should be used as a supplementary educational resource rather than a replacement for formal classroom instruction. Successful implementation requires careful planning, teacher supervision, and clear alignment with curriculum objectives.

The findings therefore highlight the need for teacher training on the pedagogically effective use of digital platforms. EFL teachers should guide students in selecting credible educational content, promote responsible digital citizenship, and design structured learning activities that integrate TikTok with classroom instruction. Such an approach can maximize the educational benefits of informal digital resources while minimizing their potential limitations.

Finally, future research should investigate the perspectives of EFL teachers, curriculum designers, and educational policymakers regarding the integration of TikTok into English language instruction. Comparative studies involving different educational contexts, age groups, and language skills would further enhance understanding of the effectiveness of social media platforms in supporting English language learning.

CONCLUSION:

This study investigated the role of TikTok in enhancing Saudi EFL students' understanding of English idiomatic expressions. The findings revealed that TikTok serves as a valuable source of authentic and commonly used idioms and contributes positively to improving learners' comprehension of idiomatic expressions. The results also indicated that students generally hold positive perceptions toward the use of TikTok for language learning despite the challenges associated with integrating informal digital resources into educational settings.

The study contributes to the growing body of literature on technology-enhanced language learning by providing empirical evidence regarding the pedagogical value of TikTok in facilitating idioms acquisition among Saudi

EFL learners. It also highlights the importance of integrating social media platforms into EFL instruction to support learners' linguistic development and digital literacy.

However, the findings should be interpreted in light of certain limitations. The study was limited to Saudi EFL students enrolled in private colleges and universities, which may restrict the generalizability of the results. In addition, the reliance on self-reported data may not fully reflect learners' actual performance in idiomatic expressions comprehension.

Future research may employ experimental and longitudinal designs to examine the effectiveness of TikTok-based instruction on different language skills and among diverse learner populations. Further studies may also compare TikTok with other social media platforms and investigate the impact of specific TikTok features on idioms acquisition and language learning outcomes.

RECOMMENDATIONS:

Based on the findings of this study, the following recommendations are proposed:

- 1- EFL students should use reliable digital resources, particularly TikTok, to enhance their understanding of English idiomatic expressions.
- 2- EFL students should regularly engage with educational TikTok content that focuses on English idioms and fixed expressions.
- 3- EFL students should practice using English idiomatic expressions in authentic communication to reinforce their understanding and retention.
- 4- EFL students should compare the meanings of idiomatic expressions presented on TikTok with trustworthy dictionaries and other reputable learning resources to ensure accuracy.
- 5- Teachers should encourage students to use TikTok as a supplementary learning tool rather than a replacement for classroom instruction.
- 6- EFL teachers should integrate TikTok into English language teaching through well-designed learning activities that support the teaching of idiomatic expressions.
- 7- Educational institutions should provide guidance and training for both teachers and students on the effective and responsible use of digital platforms, including TikTok, for language learning.

- 8- Teachers should help students understand the cultural contexts of English idiomatic expressions, as cultural awareness is essential for accurate interpretation and appropriate use.
- 9- EFL students should repeatedly review and practice English idioms and fixed expressions to improve long-term retention and communicative competence.

Future English language curricula should incorporate appropriate digital learning tools, including TikTok, to promote interactive and engaging vocabulary and idiom learning.

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