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Effects of TikTokisation and YouTubefication of learning contents on students' learning outcomes in spoken English

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ABSTRACT

Purpose — This study examines the effects of social media platforms, TikTok and YouTube, of learning contents on Nigerian students' learning outcomes in English speaking.

Design/methodology/approach — Using a pre-test-post-test quasi-experimental design, the study compared three groups: one exposed to TikTok (TikTokisation), one exposed to YouTube (YouTubefication), and a control group taught with conventional methods. Data were collected using an achievement test and an attitude questionnaire and analyzed employing descriptive statistics and independent-samples t-tests.

Findings — The results revealed significant improvements in spoken English achievement for both the TikTok and YouTube groups compared to the control group, with mean scores of 41.23 and 42.56, respectively, surpassing the conventional group's score of 35.43. However, no significant differences in students' attitudes toward learning English were found between the experimental and control groups. These findings indicate that while TikTok and YouTube are effective tools for enhancing language proficiency, they do not significantly alter students' overall attitudes toward learning.

Originality/value — This research advances pedagogical implications for how integrating digital platforms with traditional learning methods is remarkably potential to elevate spoken English proficiency. Future studies will focus on empirical refinement of learning strategies that can foster more positive attitudes toward language learning.

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Introduction

English serves as the lingua franca of Nigeria, used in government, business, education, and media. However, the quality of spoken English among students varies significantly, largely due to factors such as limited access to immersive English environments, inadequate

teaching resources, and the dominance of native languages in informal settings (Fakeye & Ogunyemi, 2017; Margaret & Joyce, 2024). Nigeria is a linguistically diverse nation with over 500 indigenous languages, including Hausa, Yoruba, Igbo, and numerous others (Olatunde-Ojo et al., 2022). This linguistic diversity presents unique challenges for language acquisition, as students are often more accustomed to speaking in their local dialects than in English, particularly outside formal educational settings (Ogunyemi & Bada, 2020). As a result, the quest to find innovative ways to enhance students' proficiency in spoken English is crucial.

The Nigerian education system faces several hurdles in teaching and learning English, including a lack of qualified teachers, insufficient teaching materials, overcrowded classrooms, and limited access to technological resources (Ogunyemi, 2022; Okpala, 2023). These systemic challenges mean that formal classroom instruction alone often cannot provide the immersive, interactive environment necessary for students to develop authentic spoken language skills (Nofrika, 2019). Social media platforms, particularly TikTok and YouTube, offer students the opportunity to learn spoken English in an engaging, self-paced manner while also providing exposure to authentic English usage from both native and non-native speakers (Abdullah et al., 2023; Dabamona & Yunus, 2022).

The integration of social media and digital platforms into education has rapidly transformed the way students learn and engage with academic content. Among the myriad platforms available, TikTok and YouTube have emerged as powerful tools for education, particularly for language learning. Tu (2010) and Alimemaj (2010) stated that English language teachers are interested in the use of YouTube in their learning process since it represents to them a new way which they think it is going to help them in the educational setting and enrich their students' English language knowledge. Yang (2025) reported that TikTok has been adopted as a supplementary tool across disciplines such as physical education, medical education, and language learning, implemented through various pedagogical approaches: pre-class viewing of instructor-recommended educational videos, in-class interaction with educator-designed video-based tasks, post-class submission of student-created video assignments, and independent video-based learning. With their widespread usage and innovative content delivery, these platforms have provided an alternative approach to traditional classroom instruction (Jailani, 2022; Ibrahim et al., 2023). In Nigeria, a country where English is the official language but is spoken alongside a variety of local dialects and indigenous languages, the potential of platforms like TikTok and YouTube to improve students' spoken English is a topic of growing academic interest (Mohammed, 2023; Khasawneh, 2024).

The educational potential of TikTok and YouTube lies in their ability to present information in dynamic, engaging formats incorporating visual, auditory, and kinesthetic learning styles (Jailani, 2022; Ibrahim et al., 2023). TikTok, with its 15- to 60-second short videos, caters to learners accustomed to fast-paced, bite-sized content (Demmy & Fathul, 2018), while YouTube offers a more versatile platform for both short and long-form educational content, enabling deeper, more structured learning experiences (Abdullah et al., 2023; Brunner, 2013). Different studies have supported the employment of YouTube videos in language learning and in speaking instruction (e.g. Silviyanti, 2014; Alhamami, 2013) and develop critical skills (Watkins & Wikins, 2011). Also, YouTube has the feature of enhancing students' pronunciation (Wagner, 2007). The concept of "TikTokisation" refers to adapting educational content into TikTok's engaging format, while "YouTubefication" refers to

producing comprehensive, structured video lessons suited to YouTube's platform (Authors' coinages). Both approaches allow learners to hear diverse accents and dialects, engage with authentic speech patterns, and participate in an interactive digital learning community (Wati et al., 2024).

In Nigeria, where spoken English proficiency is a key determinant of academic and professional success, exploring innovative alternatives to conventional instruction is essential. This research, therefore, investigates how TikTok and YouTube — through the processes of TikTokisation and YouTubefication — can be used to enhance spoken English learning outcomes among Nigerian secondary school students. Understanding the educational potential of these platforms will provide insights into how digital tools can be harnessed to complement traditional methods and improve English language acquisition in linguistically diverse contexts.

The intersection of social media and education has attracted considerable research attention in recent years. Platforms such as Facebook, Twitter, and Instagram have been used to foster communication and collaboration among students, facilitate peer learning, and disseminate educational content (Barrot, 2021; Chaudhuri & Sarkar, 2020; Ike et al., 2025; Nasution, 2022). However, video-sharing platforms like TikTok and YouTube have proven particularly effective in language learning due to their multimedia nature (Jailani, 2022). Both platforms allow learners to hear diverse English accents and dialects, which is especially beneficial in Nigeria, where regional variations in English usage are prevalent. The interactive features of these platforms, comments, likes, shares, and collaborative challenges, encourage active engagement, a critical factor in language acquisition (Wati et al., 2024).

YouTube has long served as a cornerstone of online language education, offering extensive libraries of pronunciation guides, grammar lessons, and authentic conversational content (Brunner, 2013; Brook, 2011). Unlike TikTok, YouTube accommodates both long-form and short-form videos, enabling content creators to deliver in-depth lessons on complex language topics such as tense usage, accent reduction, and speaking fluency (Almoswai & Rashid, 2017). Faziah et al. (2024) conducted a systematic review of studies on YouTube in English language teaching. They concluded that the platform significantly supports speaking and listening development when used systematically alongside classroom instruction. The same result was confirmed by Kelsen (2009) and Brandl (2012) who concluded that YouTube videos seem to gain the support of most of the teachers and the reason is their desire to break the routine and bring new things to the educational setting which will be fun and entertaining.

Jailani (2022) found that YouTube's comment sections foster learner interaction and community building, creating spaces where students can ask questions and engage with others. Wati et al. (2024) further noted that YouTube's collaborative features support peer learning and motivation, particularly among students with limited access to native English-speaking environments. The ability to pause, rewind, and replay content enables learners to review complex spoken-language features—an advantage that traditional classroom instruction cannot replicate (Brunner, 2013; Nofrika, 2019).

Research by Alkamel (2024) demonstrated that exposure to social-media-based language content significantly improved learners' listening comprehension and spontaneous speech production. Similarly, Sun and Yang (2015) found that YouTube-based instruction

provided learners with access to authentic language use, leading to measurable gains in both oral fluency and vocabulary breadth. These findings support the view that platforms offering real-world language exposure are particularly beneficial for developing spoken proficiency, especially in contexts where formal instruction is constrained.

TikTok, launched in 2016, has grown to over 1 billion active users globally and has redefined how educational content is consumed and shared (Demmy & Fathul, 2018; Ibrahim et al., 2023). For language learners, TikTok provides an ideal platform for delivering pronunciation tips, vocabulary lessons, idiomatic expressions, and grammar explanations in concise, attention-grabbing formats (Duan, 2023). Research by Ibrahim et al. (2023) confirmed that TikTok's interactive, short-form content format helps enhance vocabulary retention, pronunciation, and speaking fluency among students. Notably, TikTok's algorithm curates content based on users' interests, enabling personalized language-learning material tailored to each learner's level and needs.

Mei and Abdul-Aziz (2022) found that learners who engaged regularly with TikTok language content demonstrated greater confidence in spoken English tasks than those who relied solely on textbook instruction. This confidence boost is particularly relevant for Nigerian learners, who may face pressure from formal classroom assessments that inhibit spoken language practice. The informal, low-stakes environment of TikTok allows students to practice listening and speaking skills repeatedly, at their own pace, without the anxiety associated with traditional classroom settings (Mohammed, 2023; Duan, 2023).

This study is grounded in Krashen's (1982) Input Hypothesis, which posits that language acquisition occurs when learners are exposed to comprehensible input that is slightly beyond their current level of competence (i + 1). Both TikTok and YouTube provide rich, varied language input that learners can access repeatedly, making them well-suited to facilitate this acquisition process. The study also draws on Vygotsky's (1978) Zone of Proximal Development (ZPD), which holds that learning is most effective when it occurs in a collaborative, socially mediated environment. The interactive and community-driven features of both platforms align with this principle, enabling learners to receive implicit feedback, observe proficient speakers, and develop language skills within a social digital context (Khasawneh, 2024; Ike et al., 2025).

Despite efforts to enhance language learning through formal education, many Nigerian students continue to struggle with aspects of spoken English, particularly fluency, pronunciation, and grammar. Traditional classroom-based approaches often fail to provide sufficient opportunities for practical application and exposure to diverse forms of English. Recent technological advancements, particularly the rise of social media platforms like TikTok and YouTube, offer a potential solution. However, despite the increasing usage of these platforms globally, there remains limited empirical research on how the integration of TikTok and YouTube, specifically through TikTokisation and YouTubefication, can impact the development of spoken English among Nigerian students. This study, therefore, seeks to investigate how the use of these platforms can improve spoken English outcomes and complement traditional language-learning methods.

This study formulates four hypotheses:

1. There is no significant difference in the spoken English achievement of students exposed to TikTokisation and those exposed to the conventional strategy.

2. There is no significant difference in the spoken English achievement of students exposed to YouTubefication and those exposed to the conventional strategy.
3. There is no significant difference in the attitude scores of students exposed to TikTokisation and those exposed to the conventional strategy.
4. There is no significant difference in the attitude scores of students exposed to YouTubefication and those exposed to the conventional strategy.

Method

Research design

This study employed a pretest-posttest control-group quasi-experimental research design. This design was appropriate because the researcher could not randomly assign individual students to groups — intact classes within their existing school settings were used. Two experimental groups were exposed to treatments based on TikTokisation and YouTubefication, respectively, while the control group received conventional spoken English instruction throughout the study period.

Participants and sampling

Purposive sampling was used to select three secondary schools from three different Local Government Areas in Ondo State, Nigeria. The two primary criteria for school selection were location (all schools were in urban areas) and similarity in class sizes, to minimize the influence of these variables on learning outcomes. A total of 97 Senior Secondary School II students participated: 35 in Experimental Group 1 (TikTokisation), 32 in Experimental Group 2 (YouTubefication), and 30 in the Control Group. The schools were randomly assigned to one of the three treatment conditions. Parental consent and school authorities' approval were obtained prior to data collection, and participants were assured of confidentiality.

Instruments

Two instruments were used for data collection. The Achievement Test in Spoken English (ATSE) was a researcher-developed oral test assessing students' spoken English proficiency across dimensions of pronunciation, fluency, vocabulary use, and grammatical accuracy. Items were validated by three experts in English language education and were pilot-tested to establish reliability. The Kuder-Richardson reliability coefficient was 0.82, indicating high internal consistency. The Attitude to Spoken English Questionnaire (ASEQ) was a 25-item Likert-scale instrument (SA=5, A=4, U=3, D=2, SD=1) designed to measure students' affective orientation toward learning spoken English. Content validity was ensured through expert review, and Cronbach's alpha reliability was 0.76.

Research procedure

Before the intervention commenced, students in all three groups were administered the ATSE and ASEQ as pretests. Statistical analysis of pretest scores confirmed that there were no significant initial differences between groups in either spoken English achievement or attitude, thereby justifying group comparability. The treatment phase lasted six weeks.

Students in Experimental Group 1 received spoken English lessons delivered via curated TikTok videos covering pronunciation, vocabulary, and conversational skills. Students in Experimental Group 2 engaged with structured YouTube lessons addressing the same spoken English content in longer, more detailed formats. The Control Group received traditional face-to-face spoken English instruction using conventional textbook methods. At the end of the six-week intervention, all groups were administered the ATSE and ASEQ as posttests.

Treatment content and delivery

The TikTokisation treatment involved the systematic use of curated TikTok videos addressing specific spoken English topics aligned with the secondary school English curriculum, including correct pronunciation of commonly mispronounced words, idiomatic expressions in conversation, vowel and consonant sounds, sentence stress and intonation patterns, and conversational dialogue practice. Each lesson began with the teacher introducing the topic, followed by students watching selected TikTok videos (3–5 per session), then guided classroom activities reinforcing the content. The YouTubefication treatment followed a similar structure but used longer YouTube videos (8–15 minutes per video) that provided more detailed explanations and demonstrated extended speech production in authentic contexts. Teachers in both experimental groups received a one-day training workshop on selecting appropriate platform content, integrating it into lesson plans, and managing classroom technology use effectively.

Data analysis

Data collected from the posttests were analyzed using both descriptive (mean and standard deviation) and inferential (independent-samples t-test) statistics. Descriptive statistics were used to summarise group performance. In contrast, the t-test was used to test for significant differences between the experimental and control groups on both achievement and attitude measures. All hypotheses were tested at a 0.05 level of significance, meaning that a p-value less than 0.05 was required to reject the null hypothesis.

Findings and discussion

Hypothesis 1: TikTokisation vs. conventional strategy: Achievement

Hypothesis 1 stated that there is no significant difference in the spoken English achievement of students exposed to TikTokisation and those exposed to the conventional strategy.

Table 1

T-test Analysis of Students' Achievement Mean Score in the Tiktokisation Group and the Conventional Group

Treatment	N	Mean	SD	Df	t-cal	t-crit	Remarks
TikTokisation	35	41.23	3.42	63	5.52	1.98	Sig.
Conventional strategy	30	35.43	4.83				

Significant at $p < 0.05$

Table 1 shows that there is a significant difference in the spoken English achievement of students exposed to TikTokisation and those exposed to the conventional strategy, in favor of the former ($t = 5.52$; $df = 63$; $p < 0.05$). The null hypothesis is therefore rejected. The findings revealed a meaningful improvement in students' spoken English achievement in the TikTokisation group ($M = 41.23$) compared with the conventional strategy group ($M = 35.43$). This result suggests that TikTok's short-form, interactive, and visually engaging content may be more effective in facilitating spoken English learning than traditional classroom instruction alone. TikTok's format, characterized by fast-paced, multimodal content integrating text, audio, and visual cues, engages multiple sensory channels simultaneously, which research in cognitive load theory suggests can facilitate deeper encoding of linguistic material (Sweller, 1988). The ability to review content multiple times, combined with TikTok's informal, low-pressure environment, could have helped students feel more comfortable and motivated to practice their spoken English. This is in line with the research finding of Saritama (2026) that the pedagogical implementation of TikTok can serve as an effective tool for enhancing engagement, creativity, and digital literacy in EFL learning.

This finding is consistent with previous research highlighting TikTok's educational value in language learning. Ibrahim et al. (2023) demonstrated that TikTok's interactive short-form content format enhances vocabulary retention, pronunciation accuracy, and speaking fluency. The platform's emphasis on visual and auditory stimuli reinforces language acquisition through multisensory engagement (Demmy & Fathul, 2018). Duan (2023) similarly found that TikTok-based language instruction supported meaningful improvements in oral production among EFL learners, attributing this to the platform's ability to create low-anxiety, high-repetition learning conditions. Mei and Abdul-Aziz (2022) further observed that learners who used TikTok for English practice demonstrated greater confidence in spoken tasks, which likely contributed to improved performance on achievement measures.

The significance of this result is amplified in the Nigerian educational context, where students often lack access to authentic English-speaking environments outside the classroom (Ogunyemi, 2022). TikTok provides Nigerian learners with exposure to diverse accents, colloquial expressions, and natural speech rhythms, input that Krashen's (1982) Input Hypothesis identifies as essential for language acquisition. By offering comprehensible input slightly beyond learners' current proficiency level, TikTok content can serve as a bridge between formal classroom instruction and real-world language use, fostering development in spoken English that traditional textbook-based methods cannot adequately replicate.

Hypothesis 2: YouTubefication vs. conventional strategy: Achievement

Hypothesis 2 stated that there is no significant difference in the spoken English achievement of students exposed to YouTubefication and those exposed to the conventional strategy.

Table 2

T-test Analysis of Students' Achievement in the YouTubefication Group and the Conventional Group

Treatment	N	Mean	SD	Df	t-cal	t-crit	Remarks
YouTubefication	32	42.56	3.79	60	6.42	1.98	Sig.
Conventional strategy	30	35.43	4.83				

Significant at $p < 0.05$

Table 2 demonstrates that there is a significant difference in the spoken English achievement of students exposed to YouTubefication compared with those exposed to the conventional strategy, in favor of the former ($t = 6.42$; $df = 60$; $p < 0.05$). The null hypothesis is therefore rejected. The YouTube group achieved a mean score of 42.56, the highest of the three groups, and a t-value of 6.42, indicating a great, statistically significant improvement over the conventional group. This result suggests that YouTube's capacity for more in-depth, structured, and comprehensive content delivery had a notable positive impact on students' spoken English proficiency. This finding corresponds with the findings of Snelson & Perkins (2009) who reported that YouTube videos can be utilized in different ways inside the language classroom. YouTube's format enables educators and content creators to present complex language topics, including tense usage, accent reduction, prosody, and connected speech, in a detailed and sequenced manner that short-form platforms cannot easily accommodate (Almoswai & Rashid, 2017; Faziah et al., 2024). Additionally, Sun (2009) supported this finding by revealing that YouTube videos can be used as a new and authentic source for providing knowledge that learners can depend on for the purpose of gaining new information beside the teacher. The ability to pause, rewind, and replay content on YouTube enables learners to review challenging sections repeatedly, which is particularly beneficial for developing spoken-language skills such as pronunciation and fluency (Brunner, 2013). This is in line with what Zorko (2009) revealed that the students can use YouTube videos at their own place at home at any time of the day. This gives them more independence from classrooms and they practice as much as they need.

This finding aligns with the body of research affirming YouTube's effectiveness in language learning. Abdullah et al. (2023) and Almoswai and Rashid (2017) emphasize YouTube's strengths in providing in-depth lessons that cater to diverse learning levels, while Faziah et al. (2024) concluded in their systematic review that YouTube significantly supports speaking and listening development when used systematically. Nofrika (2019) found that EFL students who used YouTube reported improved competence across multiple language skills, particularly in listening and speaking, due to sustained exposure to authentic language. Albahlal (2019) reported that the teachers YouTube videos help students guess the meaning of unfamiliar words, help students improve their speaking skills, and prevent students from going astray while speaking and listening to the videos. Wati et al. (2024) further noted that the community aspect of YouTube, through comment sections, collaborations, and shared playlists, fosters a sense of belonging among learners, which supports sustained engagement and motivation.

Compared to TikTokisation, the slightly higher mean score achieved by the YouTubefication group (42.56 vs. 41.23) may reflect the additional depth and structure that YouTube's long-form content affords. Whereas TikTok provides rapid, high-engagement exposure, YouTube enables learners to engage more deeply with grammatical structures, pronunciation rules, and contextualized vocabulary, all of which are critical for sustained improvement in spoken English. YouTube videos can be great media while learning, such as giving motivation, reference to learning something and many more (Faris, 2021).

This finding is consistent with Vygotsky's (1978) Zone of Proximal Development framework: YouTube's more structured instructional content may more effectively scaffold learners' linguistic development by providing step-by-step guidance that bridges the gap between their current proficiency and target performance levels. These results collectively

reinforce the argument that YouTube represents a powerful supplementary tool for spoken English instruction in Nigeria.

Hypothesis 3: TikTokisation vs. conventional strategy: Attitude

Hypothesis 3 stated that there is no significant difference in the attitude scores of students exposed to TikTokisation and those exposed to the conventional strategy.

Table 3

T-test Analysis of Students' Attitudes in the TikTokisation Group and the Conventional Group

Treatment	N	Mean	SD	Df	t-cal	t-crit	Remarks
YouTubefication	35	58.11	6.75	63	1.14	1.98	Not sig.
Conventional strategy	30	56.34	5.78				

Significant at $p < 0.05$

Table 3 proves that there is no significant difference in attitude scores between the TikTokisation and conventional groups ($t = 1.14$; $df = 63$; $p > 0.05$). The null hypothesis is therefore retained. Despite the clear improvement in spoken English achievement, TikTokisation did not produce a statistically significant change in students' attitudes toward learning English. While the TikTok group showed a slightly higher attitude mean (58.11) than the conventional group (56.34), the difference was not significant. This finding is somewhat at odds with earlier research suggesting that digital and social media platforms enhance learner motivation and positive attitudes. Jailani (2022) observed that the interactive nature of platforms such as TikTok increased student motivation and fostered more positive attitudes toward language learning. However, the current findings suggest that exposure to engaging content may not, on its own, be sufficient to shift deep-seated attitudes toward English learning substantially.

Several explanations may account for this result. First, attitude change is generally a slower, more complex process than achievement change, often requiring sustained, holistic intervention that extends beyond a six-week experimental period (Faziah et al., 2024). Students may have found TikTok content entertaining and educationally useful, yet still view English learning as an external academic obligation rather than a personally meaningful pursuit. Second, students' access to TikTok outside of structured lesson time may have been inconsistent, limiting the cumulative attitudinal impact of the intervention. Third, potential distractions inherent to the TikTok platform, entertainment content, notifications, and non-academic videos, may have diluted the affective benefits of its educational use (Duan, 2023; Mohammed, 2023). Suryatiningsih (2025) reported that TikTok significantly enhances learners' speaking, listening, and digital communication skills while encouraging collaborative and socially interactive learning environments. These findings suggest that while TikTokisation is effective for improving learning outcomes, achieving meaningful attitude change may require complementary strategies such as teacher-guided reflection, peer discussion, and structured goal-setting. English language teachers are interested in the use of YouTube in their learning process since it represents to them a new way which they think it is going to help them in the educational setting and enrich their students' English language knowledge.

Hypothesis 4: YouTubefication vs. conventional strategy: Attitude

Hypothesis 4 stated that there is no significant difference in the attitude scores of students exposed to YouTubefication and those exposed to the conventional strategy.

Table 4

T-test Analysis of Students' Attitudes in the YouTubefication Group and the Conventional Group

Treatment	N	Mean	SD	Df	t-cal	t-crit	Remarks
YouTubefication	32	57.93	6.33	60	1.03	1.98	Not sig.
Conventional strategy	30	56.34	5.78				

Significant at $p < 0.05$

Table 4 reveals that there is no significant difference in attitude scores between the YouTubefication and conventional groups ($t = 1.03$; $df = 60$; $p > 0.05$). The null hypothesis is therefore retained. Similarly, the YouTubefication group did not demonstrate a significantly different attitude toward learning spoken English than the control group. While YouTube's in-depth, structured content proved highly beneficial for academic achievement, it did not translate into a measurable shift in students' general affective orientation toward English language learning. The attitude mean for the YouTube group (57.93) was marginally higher than the conventional group (56.34), but the difference remained non-significant.

This result mirrors the pattern observed in Hypothesis Three and points to a broader phenomenon: that digital platform-based instruction can effectively improve language performance without necessarily altering underlying attitudes toward learning. Brugliera (2024) reported that digital learning platforms (DLPs) can have on both student engagement and academic performance. The integration of these platforms into higher education has proven to enhance student motivation, participation, and overall academic achievement. Nofrika (2019) acknowledged that YouTube's engaging content can positively affect students' attitudes, particularly when interactive features are used alongside structured content. Yahaya (2025) stated that the use of YouTube videos, enriched with visual elements such as animations and graphics, helps students understand concepts more clearly and engagingly.

However, as Mohammed (2023) contends, more holistic interventions, including personalized learning pathways, increased teacher involvement, and culturally relevant content, are necessary for shifting attitudes in contexts where students perceive limited personal relevance in English language acquisition. Khasawneh (2024) similarly observed that attitude formation is deeply influenced by socio-cultural factors and personal identity, which may moderate the impact of technology-based instruction on attitudes. According to Hanh (2024), in leveraging digital tools and multimedia resources, educators can create dynamic and interactive learning environments that cater to diverse learning styles, enhance engagement, and facilitate personalized instruction. Alwahabi (2015) also pointed out that YouTube videos can help improve speaking skills and enhance cooperative learning between students and to develop the chances for language use. Taken together, the attitude findings across both hypotheses underscore the importance of integrating digital tools with pedagogical frameworks that explicitly address students' motivations, identities, and long-term learning goals.

Comparative analysis: TikTokisation vs. YouTubefication

A comparative examination of the results for TikTokisation and YouTubefication reveals important pedagogical insights. Both approaches outperformed conventional instruction on spoken English achievement, confirming the general effectiveness of digital video-based learning relative to traditional methods. However, YouTubefication produced slightly higher mean scores (42.56) than TikTokisation (41.23), and a higher t-value (6.42 vs. 5.52), suggesting that the depth and structure of YouTube content may offer incremental advantages for spoken English development compared to TikTok's short-form engagement style.

The nature of spoken English may explain this difference as a complex, multidimensional skill that requires not only exposure to vocabulary and pronunciation but also an understanding of pragmatic conventions, discourse organization, and extended speech production. Adeyeye (2025) in his research found that YouTube has successfully established itself as a platform where individuals can access resources related to language learning. YouTube's longer-form content is better positioned to systematically address these dimensions, offering learners opportunities to observe and internalize the full arc of conversational and presentational English use. TikTok's strength, by contrast, lies in high-frequency, low-cognitive-load exposure that builds familiarity and automaticity in discrete language features such as common phrases, colloquialisms, and pronunciation patterns (Duan, 2023; Mei & Abdul-Aziz, 2022). Abdullah (2023) reported that TikTok has a potential as a language learning tool in English language courses, as it strengthens educational platforms and enhances instruction by giving students more ways to learn languages. Jumaat (2025) highlighted that TikTok can support vocabulary acquisition when content creators thoughtfully integrate multiple modes to present vocabulary within meaningful chunks rather than as isolated units.

Interestingly, neither platform produced a significant attitude shift, as the attitude means for both experimental groups were similar (TikTok: 58.11; YouTube: 57.93), differing by less than one point. It suggests that the attitudinal stagnation is not unique to either platform but may reflect a broader structural issue: Nigerian secondary school students' attitudes toward English learning are shaped by long-standing socio-educational factors, including instrumentalist motivations, peer norms, and identity considerations, that six weeks of digital platform exposure is unlikely to substantially alter (Ogunyemi & Bada, 2020; Okpala, 2023). Jah (2024) found that TikTok's interactive features, such as duets and unique hashtags, can be utilized to create content that aligns with textbook activities and supports a flipped classroom model, where students prepare speaking materials in advance. This finding has implications for how researchers and educators conceptualize the relationship between digital tool use, achievement, and motivation: improved performance and positive attitudes do not always co-occur, and interventions should be designed with explicit attention to both dimensions.

Pedagogical implications

The findings of this study carry significant implications for English language pedagogy in Nigerian secondary schools. First, the consistent achievement gains observed in both experimental groups support the recommendation that teachers integrate curated TikTok

and YouTube content into their spoken English lesson plans as regular supplements to classroom instruction. This need does not require sophisticated technological infrastructure: with the growing availability of smartphones among Nigerian secondary school students, even intermittent guided access to these platforms can be educationally beneficial.

Second, the absence of significant attitude change highlights the need for teachers to frame and mediate students' use of digital platforms actively. Simply providing access to TikTok or YouTube videos is insufficient; teachers should structure reflective activities, discussion tasks, and goal-setting exercises that help students connect the digital content to their personal language learning journeys. Approaches such as flipped classroom models, in which students engage with platform content at home and apply what they have learned in class discussions, could bridge the gap between improved achievement and sustained positive attitudes (Faziah et al., 2024; Alkamel, 2024).

Third, curriculum developers and educational policymakers in Nigeria should consider formally incorporating social media-based language resources into English language curricula. Establishing guidelines for selecting high-quality, educationally appropriate TikTok and YouTube content, and training teachers in the pedagogical integration of these platforms, would strengthen the systematic use of these tools and reduce ad hoc, unsupported adoption. Investment in digital infrastructure, including reliable internet access in schools, remains a prerequisite for equitable access to these learning opportunities across urban and rural settings alike (Ogunyemi, 2022).

Conclusion

This study set out to investigate the effectiveness of TikTokisation and YouTubefication in enhancing the spoken English proficiency and attitudes of Nigerian secondary school students. The findings demonstrate that both approaches significantly improved students' spoken English achievement compared to conventional instruction, with YouTubefication yielding marginally greater gains. These results affirm that social media platforms, when purposefully integrated into language instruction, can serve as powerful complements to traditional classroom teaching, providing students with authentic, engaging, and self-paced language exposure that conventional methods often cannot offer.

However, neither TikTokisation nor YouTubefication produced significant changes in students' attitudes toward learning spoken English. It suggests that while digital platforms are effective vehicles for improving language proficiency, attitudinal change requires deeper, more sustained pedagogical intervention. Educators should therefore combine the use of these platforms with strategies that explicitly address learner motivation, cultural identity, and personal relevance, factors that play a critical role in shaping long-term attitudes toward language learning.

The comparative analysis of both platforms revealed that while TikTok's short-form, high-engagement format is effective for building familiarity with spoken English features, YouTube's structured, long-form content offers greater depth for sustained proficiency development. Both platforms have complementary strengths, and a blended approach, combining TikTok for daily vocabulary and pronunciation exposure with YouTube for comprehensive lessons, may represent the most pedagogically effective integration strategy. It aligns with the broader blended learning literature, which consistently

demonstrates that combinations of digital and face-to-face instruction outperform either mode in isolation (Alkamel, 2024; Sun & Yang, 2015).

The study contributes to the growing body of literature on technology-enhanced language learning in African educational contexts and offers practical implications for curriculum designers, English language teachers, and educational policymakers in Nigeria and beyond. However, there are limitations regarding the relatively short duration of the intervention and the lack of a fully optimized understanding of the role of teacher facilitation in mediating the effects of attitudes toward digital platforms. Future research should explore longer intervention periods, examine the role of teacher facilitation in mediating the attitudinal effects of digital platforms, and investigate the impact of these approaches across different age groups, proficiency levels, and geographical contexts. Mixed-methods designs incorporating qualitative interviews, classroom observations, and learner diaries would further enrich understanding of the mechanisms through which TikTok and YouTube influence spoken English development. Longitudinal studies tracking learner progress beyond the experimental period would also clarify whether initial achievement gains are sustained and whether attitudes gradually shift with prolonged platform engagement. As digital literacy and internet access continue to expand across Nigeria, the integration of social media platforms into formal English language education represents a timely, evidence-based opportunity to bridge persistent gaps in spoken language proficiency.

Declaration of the use of AI-assisted technologies

During the preparation of this work, the authors used AI tools for text refinement to enhance clarity and readability. No AI-generated content was involved in the conceptualization, data analysis, or research findings. After using this tool, the authors reviewed and edited the content as needed and take full responsibility for the final publication.

Credit authorship contribution statement

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Declaration of competing interest

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

Ethics approval and consent to participate

The authors declare that the research was conducted in accordance with the code of ethics. The participants were informed about the objectives of the research and agreed to participate. All personal data are anonymized.

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