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FULL PAPER

Assessing the Effectiveness of Informal Digital Resources for Early English Vocabulary Instruction: A Case Study of TikTok Songs in Saudi Kindergarten, K.S.A

Prepared by

Dr. Abdelazim Mabrook
Abdalbein Mabrook
Onaizah Colleges, Saudi Arabia
Azima_17@oc.edu.sa

Dr. Huda Sharfeldeen
Eltaher Mohamed
Ha'il University, Saudi Arabia
hudaeltaher102@gmail.com

Abstract

Vocabulary mastery is challenging for Saudi kindergarten learners due to insufficient English exposure. This study examined the impact of recording English songs on TikTok videos as supplemental instruction on learners' vocabulary. Using a control-experimental design, the study assessed 60 learners' pre-post vocabulary scores. The experimental group received textbook instruction plus TikTok song videos, while the control used textbooks only. Results showed a significant difference in post-test scores between groups ($p < 0.05$), with the experimental group scoring 15.46 (± 2.62) compared to 6.43 (± 1.86) for controls. These findings suggest TikTok songs can effectively support vocabulary learning when incorporated into kindergarten English teaching approaches. Implications for optimizing online resources to address learners' needs are discussed.

Keywords: Kindergartens, TikTok Videos Songs, Vocabulary, supplemental instruction, Experimental and Control Group, Saudi Arabia.

1. Introduction

Mastery of vocabulary is defined as an individual's exceptional ability to use new words in a language based on their personal interests, demands, and motivation (Alqahtani, 2015). As a result, utilizing drilling approaches for teaching vocabulary would result in poor learning outcomes and a slow rate of growth since the learner would regurgitate the vocabulary taught in class and then forget the meaning of the terms. According to Pachina (2020), learning is more than simply memorizing; it is also about comprehending. Memorization is discouraged since it does not add depth or significance to a phrase or sentence (Pachina, 2020).

This demonstrates the Teachers must adapt their teaching methods to suit the demands of the day. Furthermore Learners who appeared to remember the verbs were unwilling to name or write the activity depicted in the image during sentence construction activities. This reflects the students' general indifference in writing education. According to Carnegie Mellon University (2021), students are disinterested in traditional classroom learning since they have other commitments that demand their time and attention.

Social media have increased in popularity not only as a hot academic problem, but also as a vital and pervasive means of digital and virtual communication for billions of persons worldwide (Varga, 2018). Recently, social networks have proven efficient for disseminating educational content. Teachers demonstrate this by creating accounts, To attract an audience, Aguilar, Rosenberg, Greenhalgh, Fütterer, Lishinski, and Fischer (2021) recommend offering key educational materials and going live to teach or run programs and short courses. In this case, the intended audience appears to be students who spend more time on social media than on instructional websites. TikTok, a famous social media app, has the potential to be an effective teaching tool, according to Khlaif and Salha (2021). because it enables the transmission of discrete learning units in a short amount of time (about 60 seconds). Because of TikTok's videography capabilities, some creative teachers have developed TikTok-based projects that are shared with private school groups. TikTok can help promote nano-learning-based instructional practices by making it easier to create high-quality e-learning content (Salha & Khlaif, 2021). Students that are creative and interested in TikTok can generate material on their own or in groups. TikTok can support nano-learning-based instructional techniques by making it easier to develop high-quality e-learning content (Salha & Khlaif, 2021). Students that are creative and interested in TikTok can create content on their own or in groups. It is also clear that the majority of young students are kinesthetic learners. However, there appears to be a research gap in terms of using TikTok for educational reasons. As a result, the researcher viewed this as a chance to boost creativity.

Capacity to listen to YouTube is becoming increasingly popular in the field of second language acquisition education. Recent research, for example, has presented an overview of how learners improve their L2 pronunciation and fluency through narrow listening (Tsang, 2019) and how listening approaches may assist learners minimize their anxiety about L2 listening (Fathi et al., 2020). Furthermore, research has been conducted to investigate how individual differences affect L2 listeners' understanding (Wallace, 2020)

and how vocabulary and syntactic knowledge relate to L2 listeners' abilities (Vafae & Suzuki, 2020). Despite an increasing body of empirical data to the contrary, L2 listening remains the ability least exercised in the majority of formal EFL classrooms. Some of the key factors are a lack of supporting audio equipment in the classroom, a limited amount of teaching hours available, and an emphasis on L2 listening in EFL curriculum. If listening instruction is provided, It focuses on teaching students how to react effectively to comprehension questions rather than providing them with numerous opportunities to interact with L2 spoken knowledge.

The primary goal of this research is to investigate the impact of TikTok videos on learning rhymes for Saudi younger learners at kindergartens in the Ha'il region, Alshamly., K.S.A. In Arab countries, Arabic is frequently used and spoken as the first language. Thus, teaching nursery rhymes in English might represent either listening or speaking abilities. As a result, this study assumes that children build their aspirations, emotions, and attitudes toward learning English language by striving to memorize and recite English poems. Muslims, for example, have a subjective attachment to Arabic because it is the language of the Holy Quran. Gardner and Lambert's (1972) groundbreaking work on attitude and motivation cemented language attitude study as a linguistic priority.

1.2. BACKGROUND

In an age when the world has shrunk to the size of a village, English has evolved as the main worldwide language and the chosen medium of instruction. According According to Al-Jarf (2004b), Al-Jarf (2004c), and Al-Jarf (2008), 45% of students polled at Jordan University and King Saud University want their children to attend an international school where they can master all English courses from a young age. Approximately 96% of Jordan University students and 82% of King Saud University students believe that English is better suited for teaching medicine, pharmacy, engineering, science, nursing, and computer science. While Arabic is most suited for teaching religion, history, Arabic literature, and education. Both college student groups are more concerned about teaching their children. They consider English to be a superior language since it is widely utilized in Science and technology, research, electronic databases, technical jargon, dictionaries, and other topics. They gave diverse educational, vocational, technological, and societal reasons for preferring English. At the same time, students had misconceptions regarding first and second language development in children and adults, as well as the language used in medical and technical universities all over the world.

Children in Saudi Arabia attend one of four kinds of primary Schools where individuals can learn both English and Arabic include public (government), Quranic, and private institutions where Arabic is the medium of teaching and an intensive English course is offered. In international schools, English is the language of instruction, with one course dedicated to Arabic and Islamic studies. Parents stated that students in public and Quranic schools are only taught 1-2 hours of English per week, which they consider insufficient. English is taught for 5-10 hours a week in private schools. At international

schools, all subjects are taught in English. The vast majority of parents want their children to begin studying English in kindergarten or first grade.

Students that attend private schools are fluent in English and Arabic. Arabic is the most dominant and favored language among pupils at Government and Quranic Schools. Some parents believe that the English curriculum offered in public schools is competent; however, some teachers employ ineffective teaching methods. Some public schools in small towns and remote areas are understaffed; therefore, teaching hours are cut from two to one hour each week (Al-Jarf, 2022b).

Furthermore, the spread of English has overwhelmed people. Many authors of articles in Saudi magazines advocate for teaching English to children at a young age, echoing the desire of many parents to begin teaching their children English early. Other parents prefer to enroll their children in private kindergartens and schools so that they can learn English from an early age. Some parents hire a babysitter or instructor to deliver and speak with their young children in English at home. Many parents have been giving their children videos to listen to English songs.

Numerous studies have shown that nursery rhymes are an excellent educational tool. It aids youngsters in developing English abilities, particularly memory, and in boosting their academic achievement. You will thus spend significant time with your children while helping them acquire new abilities by teaching them nursery rhymes. In the light of the above background, it is worth investigating how Tiktok songs phenomena is functioning in improving children English vocabulary. Thus, the goal of this study is to assess the efficiency of employing English music on TikTok to teach English vocabulary to young Saudi learners.

Empirical research has shown that listening exercise has considerable benefits for young EFL learners. Nonetheless, listening exercises in class do not appear to persist long enough to provide pupils with the necessary exposure to L2 oral input. As a result, one option to address the existing situation is for students to participate in extensive listening at their leisure. Although viewing cartoons on YouTube, kids' TV shows, movies, or nursery rhymes for entertainment can be regular means for young learners to practice EL in their daily activities, these activities are commonly missed in the classroom. As a result, acquiring information from people closest to young learners is critical in shedding insight on the possible educational practice of EL in the learners' EFL environments. Early young learners and kindergarten teachers are vital players from whom we can gain important lessons in this field.

1.3. RESEARCH QUESTIONS

The study methodologies address the following questions:

- 1- What teaching tools do English teachers most typically utilize when teaching kindergarten students?

- 2- Why do English teachers employ extended Tiktok/YouTube videos as part of their English teaching tactics for young learners?
- 3- What are the greatest teaching methods for children to learn English vocabulary quickly and easily?

1.4. THE HYPOTHESIS

- 1- English songs videos on Tiktok/YouTube help young children at kindergarten to acquire English vocabulary easily and quickly.
- 2- English teachers employ extended Tiktok/YouTube videos as part of their English teaching tactics for young learners because kids at this age tend to watch animation pictures.
 - 1- Listening and Repeating English songs on Tiktok/YouTube are the greatest teaching methods for children to learn English vocabulary.

2. LITERATURE REVIEW

Listening is a typical action in EYL education. Listening to music (Coyle & Gracia, 2014), stories (Au et al., 2015). Leniewska & Pichette, 2016), and the teacher speak (Shintani, 2014) are some of the listening techniques that young learners frequently engage in in their EFL courses. Despite its low popularity (e.g., Chou, 2013), listening has emerged as a favored way of teaching English to young students. Listening for example, was one of the most desired activities for teachers in a study of 125 South Korean EYL teachers (Garton, 2014). Meanwhile, listening was a source of delight for young learners during their EFL learning (Muoz, 2014).

The goal of this MA thesis was to look at the effectiveness of using YouTube songs to improve the English vocabulary of fourth-grade students at a primary public school in Ankara, Turkey. It investigates the usage of online video recordings from the video server YouTube and recommends ways in which such a website could be used as extra material for young English students.

According to Dowse (2009), The YouTube website provides a wealth of content appropriate for English training and should be utilized successfully by teachers in the language classroom. He says that using effective strategies and appealing tools, particularly songs, to teach new vocabulary items helps learners remember words and focus in English class. Furthermore, the study discovered that music added diversity to the lecture, which resulted in motivation and maximum involvement. During the vocabulary teaching process, both the teacher and the students enjoyed the classroom setting. According to Lui's (2010) research, there is evidence in education that YouTube has been utilized for the following reasons.

Students can now access class films for more flexible studying.

- 1- Utilize videos as visual aids to assist students understand learning material.
- 2- Utilize movies to address students' varied learning styles.

- 3- Utilize YouTube videos as research tools.
- 4- Project videos made by kids.

Many studies have shown that teaching young learners vocabulary through English songs on YouTube boosts their ability to learn new words. The study's findings demonstrated a significant difference in scores between students who learned the target vocabulary through 73 YouTube songs and students who learned the words through traditional translation into Turkish. As a result, the findings support the concepts outlined in the literature study, According to these findings, using English music on YouTube offers a significant benefit in terms of vocabulary education. According to Orlova (2003), using music in language sessions helps pupils relax, pay attention, and increase their desire to learn a language.

According to According to Kabilan Muhammad (2012), pupils are willing to use technology like YouTube to feel more comfortable in the classroom because 80% of students are satisfied and familiar with using YouTube, which helps them understand their courses better. The students also enjoyed utilizing YouTube as a learning tool since it put them at ease (Oddone, 2011). According to Desmet (2009), We may, and should, use YouTube videos in class. Furthermore, YouTube videos in foreign languages are an excellent resource for both teachers and students (Terantino, 2011). Teachers should use caution while picking acceptable YouTube songs for vocabulary classes (Abidin, M. J. Z., Azman, R., Mohammadi, M.P., Singh, K. K. B., & Souriyavongsa, T, 2011). Using songs as activities can help with vocabulary transfer and maximize the potential of songs as teaching and learning tools (Neil, 2011).

4. METHOD

The study conducted for young learners at Alshamli Kindergarten in Ha'il region, , Saudi Arabia. The study included sixty (60) male and female children. They were divided into two groups: Group (A) represented the control group, where the researchers taught them vocabulary using textbook songs, and Group (B) represented the experimental group, where the researchers taught them instructional English songs for kids using TikTok videos. The researchers had chosen these songs intentionally to this study. The size of each group was thirty (30) young learners. The sample of the study had no previous knowledge of English Language and the English songs. The study was done during the school year 2023-2024, when young learners were required to grasp the fundamentals of the English language.

4.1. INSTRUMENT

Two equipment were employed to collect the research data. pre-test and post-test instruments would be used to obtain quantitative and qualitative data. Pre-testing was done before utilizing TikTok English videos, and post-testing was done after using TikTok English videos to measure the experimental group development after educating and learning the new vocabulary on TikTok English videos. The study employed two distinct teaching styles to teach English. The first one is the traditional strategy where the students repeated English songs with the teacher in the English class. The second one is the active

learning strategy by repeating English songs with the teacher during and after the Tiktok videos songs. Group (A) was exposed only to a tradition learning strategy and depending on using kindergarten textbook. While group (B) was exposed to the kindergarten English textbook and songs; in addition to, supportive songs from Tiktok videos that included different topics and vocabulary. The songs were chosen primarily to demonstrate the efficacy of employing tiktok songs to broaden and improve young learners' English vocabulary and its pronunciation.

4.2. PROCEDURES

First, the researchers prepared the pre-test in alphabet, matching words with pictures regarding animals, body parts, fruit and vegetables, complete spelling for both the control group and experimental group. The two groups were given a pre-test to assess their vocabulary knowledge, which would be taught in this course.

Second, the two groups were chosen to receive teaching for the entire semester. Following the completion of the term, these groups were given post-tests based on their various instructional materials. The experimental group was exposed to the textbook and supportive English songs on Tiktok about animals, alphabet, numbers, body parts, and days of the week while the control group was just exposed to the kindergarten textbook songs by teachers.

In experimental group, the researchers used a communicative strategy, such as English songs on Tiktok and collaborative task-based activities. It incorporated visual aids and materials. During this time, the researchers administered post-tests to both groups to determine the influence of the English songs on Tiktok. The researchers then examined the outcomes of each one separately the effectiveness and efficiency of the tiktok English songs on the experimental group. The researchers analyzed the results using graphs and tables which allowed him to see the general trend of the individuals' responses.

Table (1): Participants' Background Information

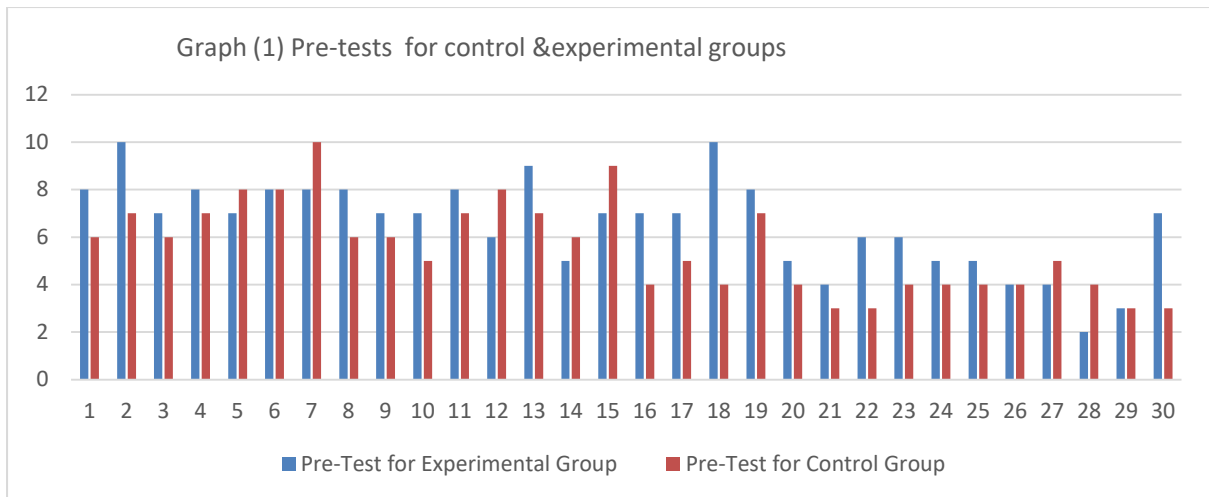
Variables	Value	Percentage
Gender	Male	36.7%
	Female	63.3%
Age	5-6	100%
Kindergarten level	60 KG 2	100%
Experimental Group	30 Kindergarten learners	50%
Control Group	30 Kindergarten learners	50%
Experimental Group received TikTok English songs about	Letters sound	16.6%
	Numbers	16.6%
	Body parts	16.6%
	Fruit and vegetables	16.6%
	Days of the week	16.6%
	Move like animals	16.6%

5. DATA ANALYSIS, FINDINGS AND RESULTS

The purpose of this study was to assessing the effectiveness of using English songs from TikTok as informal digital resources in teaching to improve the vocabulary of Saudi young learners at Alshamli Kindergarten. The following section of the discussion will look at the pre- and post-test results for both the control and experimental groups.

5.1. T-Test Table (2): Pre-Test Results for Control Group and Experimental Group:

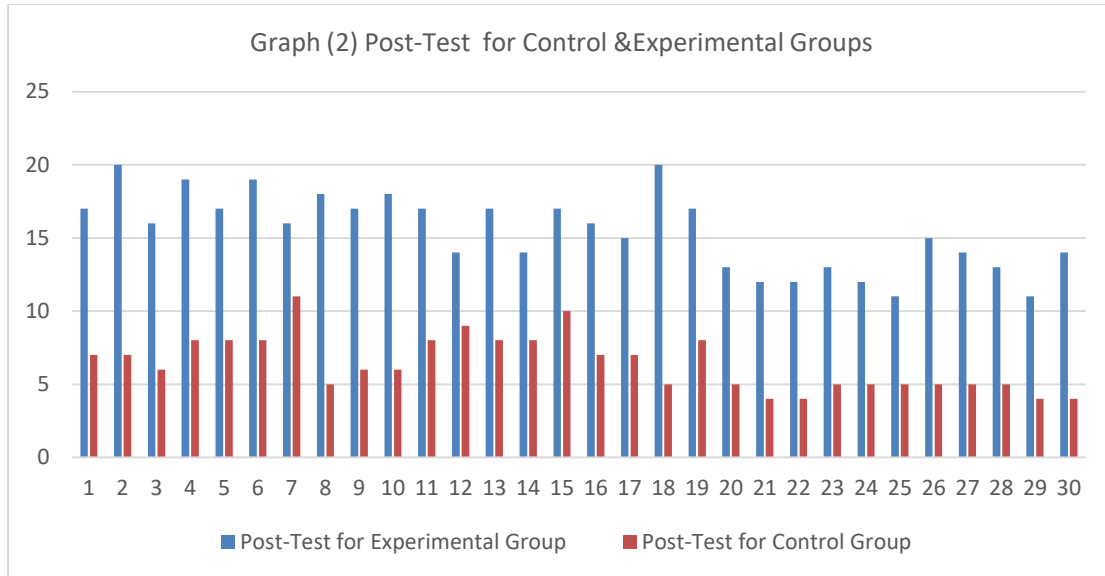
Statistics of Paired Samples					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-Test for Control Group	5.57	30	1.924	.351
	Pre-Test for Experimental Group	6.53	30	1.943	.355
Correlations of Paired Samples					
		N	Correlation	Sig.	
Pair 1	Pre-test for Control Group & Pre-Test for Experimental Group	30	.525	.003	
Test of Paired Samples					
		Paired Differences			
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference
		Lower			
Pair 1	Pre-test for Control Group - Pre-Test for Experimental Group	-.967	1.884	.344	-1.670
Test of Paired Samples					
		Paired Differences			
		95% Confidence Interval of the Difference			
		Upper	t	df	Sig. (2-tailed)
Pair 1	Pre-test for Control Group - Pre-test for Experimental Group	-.263	-2.810	29	.009



According to statistics, the above table (2) and graph (1) reveal that the pre-test results for the control and experimental groups are not substantially different. Students' scores ranged from 3 to 10 points out of 20 points, indicating that the majority of students failed the pre-test-test, with mean 6.53 and Std. deviation 1.94 in the experimental group and mean 5.57 and Std. deviation 1.94 in the control group. This indicates that the two groups' levels are the same; both are weak in English language vocabulary because the young learners at the kindergarten had never heard these words before and had not listened to Tiktok songs. The results also show that the young learners' scores range from (4 to 10 marks) as shown in graph. As a result, the researcher may be motivated to implement and apply Tiktok English songs in teaching to observe the experimental group improvement in letters, sounds, movement like animals, numbers, body parts, fruits and vegetables, and days of the week.

5.2. T-Test Table (3) : Post-Test Results for Control Group and Experimental Group:

Statistics of Paired Samples					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Post-T for Control Group	6.4333	30	1.86960	.34134
	Post-T for Experimental Group	15.4667	30	2.62262	.47882
Correlations of Paired Samples					
		N	Correlation	Sig.	
Pair 1	Post-T for Control Group & Post-T for Experimental Group	30	.492	.006	
Test of Paired Samples					
		Paired Differences			
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference
Pair 1	Post-T for Control Group - Post-T for Experimental Group	-9.03333	2.35597	.43014	-9.91307
		Lower			
Test of Paired Samples					
		Paired Differences			Sig. (2-tailed)
		95% Confidence Interval of the Difference			
		Upper	t	df	
Pair 1	Post-T for Control Group - Post-T for Experimental Group	-8.15360	-21.001	29	.000



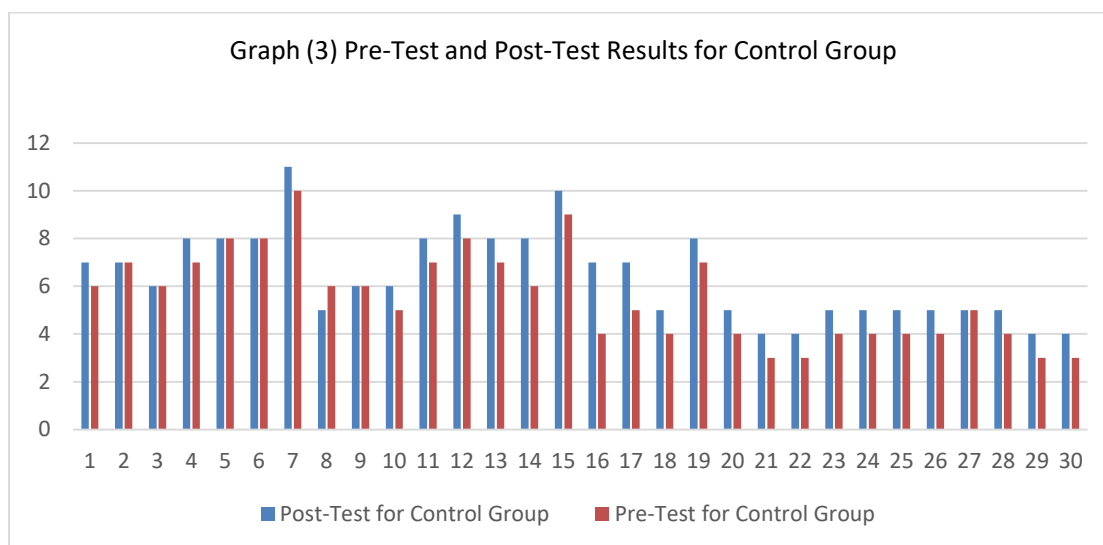
Statistically, the post-test results for both the experimental and control groups showed significant differences in favor of the experimental group, which is .006, as seen in table (3) and graph (2) above. All students' results ranged from 10 to 20 points with success rate of 100% with mean 15.46 and Std. deviation 2.62 for experimental group, Compared to the control group, just two students received between 10 and 20 points, with mean 6.43 and Std. deviation 1.86. This is because the experimental group received listening instruction and exposed to TikTok English movies about letters, sounds, movement like animals, numbers, body parts, fruit and vegetables, and days of the week, which greatly assisted the young learners in recalling and learning the terminology. The results demonstrate a significant improvement in favor of the experimental group; however, the control group's scores remain unchanged between pre-test and post-test. As a result, TikTok English videos have gained popularity.

5.3. T-Test Table (4): Pre- and post-test results for the control group.

Statistics of Paired Samples					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-Test for Control Group	5.5667	30	1.92414	.35130
	Post-Test for Control Group	6.4333	30	1.86960	.34134
Correlations of Paired Samples					
		N	Correlation	Sig.	
Pair 1	Pre-Test for Control Group & Post-Test for Control Group	30	.926	.000	
Test of Paired Samples					

		Paired Differences			
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower
Pair 1	Pre-Test for Control Group - Post-Test for Control Group	-.86667	.73030	.13333	-1.13936

Test of Paired Samples					
		Paired Differences	t	df	Sig. (2-tailed)
		95% Confidence Interval of the Difference			
		Upper			
Pair 1	Pre-Test for Control Group - Post-Test for Control Group	-.59397	-6.500	29	.000



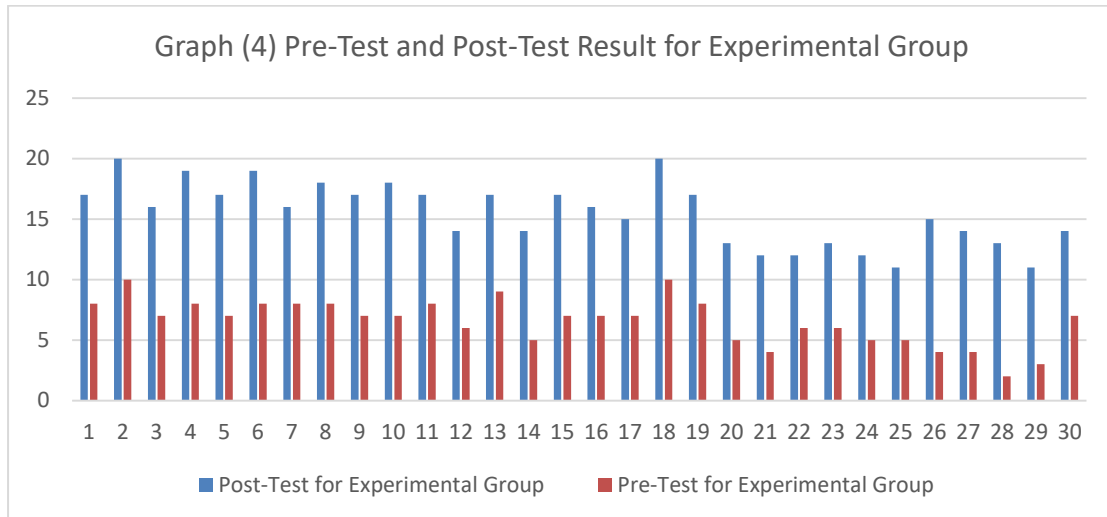
As shown in graph 3, all of the learners in the control group received 3 to 9 points out of a possible 20, with mean 1.92 and Std. deviation .35 in the pre-test, and with mean 1,89 and Std. deviation .34 in the post-test. This suggests that the young learners did not have prior knowledge of the English vocabulary used in pre- and post-tests. Although some students' scores changed and their grades improved marginally in the post-test, the researchers estimate they remain low because the success rate in the control group is

6.7%. As a result, the majority of pupils failed both the pre-test and the post-test due to a lack of exposure to TikTok English video songs. Furthermore, the kindergarten instructor relied primarily on traditional teaching resources. Because she used.

5.4. T-Test Table (5): Pre- and Post-test Results for the Experimental Group.

Statistics of Paired Samples					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-Test for Experimental Group	6.5333	30	1.94286	.35472
	Post-Test for Experimental Group	15.4667	30	2.62262	.47882
Correlations of Paired Samples					
		N	Correlation	Sig.	
Pair 1	Pre-Test for Experimental Group & Post-Test for Experimental Group	30	.829	.000	
Test of Paired Samples					
		Paired Differences			
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference
Pair 1	Pre-Test for Experimental Group - Post-Test for Experimental Group	-8.93333	1.48401	.27094	Lower
					Upper
			t	df	Sig. (2-tailed)

Pair 1	Pre-Test for Experimental Group - Post-Test for Experimental Group	-8.37919	-32.971	29	.000
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As shown in graph 4, Students' grades improved significantly in post-test in the experimental group; thus, their pretest marks varied from 3 to 10 with mean 6.53 and Std. deviation 1.94, whereas their post-test values ranged from 10 to 20 with mean 15.46 and Std. deviation 2.62. This is because of exposure to Tiktok English songs, the experimental group's success rate was 100%. They helped the children learn new words such as alphabet, sounds, numbers, animals, body parts, fruits and vegetables, and days of the week. To teach earlier topics, the kindergarten instructor relied on modern teaching methodologies. She employed active learning techniques, such as Tiktok English videos, and had students repeat after her, all of these instructional techniques aided experimental group growth in young learners' vocabulary learning.

5.5. Structured-Interview Results:

Referring to the structured-interview questions, which posed to Kindergarten teachers. Which were: 1) why do Kindergarten teachers keen to use and employ English songs on TikTok to teach new vocabulary in Saudis kindergartens? In addition, 2) what are the greatest teaching methods for children to learn English vocabulary quickly and easily? The subjects' responses are as follows: The following are their main arguments for using TikTok English songs to teach new English vocabulary:

- 1- Due to the community's opening to the globe, English songs on TikTok have become a requirement in daily engagement with Saudi kids' learners.
- 2- Saudi young learners listen to English songs on TikTok whenever they wish.
- 3- Saudi young learners prefer English songs on TikTok and YouTube that are appropriate for their ages.
- 4- Saudi young learners appreciate listening to English music on TikTok and YouTube.

- 5- Saudi young learners prefer to listen to English songs on TikTok and YouTube because they contain vocabulary that is more intelligible.
- 6- Kindergarten teachers typically employ TikTok and YouTube English songs since English words are easier and faster to recall from memory.
- 7- Kindergarten teachers utilize TikTok and YouTube English songs to help students learn new vocabulary.
- 8- Kindergarten teachers utilize TikTok and YouTube English songs to draw young students' attention and interest in English sessions.
- 9- Kindergarten teachers use TikTok and YouTube English songs because certain words or phrases sound better when spoken and describe their emotions or feelings.
- 10- Kindergarten Teachers utilize TikTok and YouTube English songs to teach and practice new English words and phrases with their young students.
- 11- Kindergarten Teachers utilize TikTok English songs to keep young students interested in English sessions.
- 12- Kindergarten Teachers feel that TikTok and YouTube English songs enhance, reinforce, and extend the vocabulary of young learners.

6. DISCUSSION

The previous study found that teaching English songs on TikTok helped Saudi young learners to learn English new vocabulary and its pronunciation simply and rapidly, based on experimental group results 15.46 (± 2.62) compared to 6.43 (± 1.86) for control group. Thus, teaching English songs on TikTok is effective for kids at kindergartens. In contrast, Saudi kindergarten teachers who use and rely on traditional teaching methods, their students do not develop their English vocabulary and its pronunciation greatly due to a lack of understanding of the importance of using social media, particularly Tiktok English songs. Tiktok English songs are easier and faster to utilize, and they help students to memorize and recall new words easily.

The following are the primary aspects influencing the success of Tiktok English songs in teaching vocabulary and its pronunciation to Saudi young learners: 1) Due to the community's opening to the globe, English songs on TikTok have become a requirement in daily engagement with Saudi kid learners. and; 2) Saudi students carefully listen to English songs on TikTok and repeat them as many as they wish. 3) Because they are appropriate for their ages, Saudi young learners love English music on TikTok. and; 4) Saudi young learners prefer to listen to English songs on TikTok because they contain vocabulary that is more intelligible. and; 5) Kindergarten teachers frequently use TikTok English songs because English words are easier and faster for their students to retrieve from memory, and 6) Kindergarten teachers use TikTok English songs to help pupils quickly and simply acquire new vocabulary. and 7) Kindergarten teachers utilize TikTok English songs to draw young students' attention and interest in English classes, and 8) Kindergarten teachers use TikTok English songs because certain words or phrases sound better when spoken and describe their emotions or feelings, and 9) TikTok English songs

are used by kindergarten teachers to educate and rehearse new English words and phrases with their young kids since they are easier to pronounce.10)KindergartenTeachers utilize TikTok English songs to keep young students interested in English sessions, and 11) Kindergarten Teachers feel that TikTok English songs enhance, reinforce, and extend the vocabulary of young learners.

Most of the respondents pointed clearly Saudi teachers do not use Tiktok videos songs to teach the children in English classes especially when they teach new vocabulary. Therefore, most of kindergarten learners want to be respectful and appreciated when they mention English words or phrases.

Lack of exposure to Tiktok videos songs in pure English on classes, was a real problem impeded mastery over acquiring in new English vocabulary and its pronunciation for youngsters learners. Most of the respondents believed that there is little time devoted to Tiktok videos songs to teach the children. There was a little awareness of importance of listening to TikTok and YouTube videos songs. They do not give their best to teach their children from Tiktok videos songs. Notwithstanding, there are many vocabulary tasks that need practicing, listening skill has affected negatively to Saudi young learners.

Despite English songs on Tiktok videos has great impact to Saudi younger learners in trying to recite and memorize, especially in speaking and daily utterances, they show deep interest of listening to pure English songs. Most importantly, all young learners in the experimental group showed awareness of the significance of listening to songs more than traditional vocabulary teaching in order to recall and say them easily and quickly.

7. IMPLICATIONS

According to the researchers, Tiktok videos songs are a global social media phenomena that can be attributed to numerous fields of expertise. Linguists, curriculum designers, educators, and psychologists are all interested in it. Tiktok videos songs are used by teachers when they need to teach a second language quickly and efficiently, and she or he uses Tiktok videos songs to teach new vocabulary, pronunciation, phrases, sentences, or any language skills in an enjoyable manner. One influence of Tiktok videos songs that has mostly been overlooked in English education is that students can listen to English songs on TikTok whenever they want. Furthermore, whether orientated by their teachers or family, Saudi young learners choose English songs on TikTok that are acceptable for their ages.

To be beneficial to the children, they must be focused, confined, educated, and have an understandable vocabulary. Furthermore, Saudi young learners enjoy listening to English music on TikTok videos, which expands their vocabulary and skills. Currently, the English language's position in the Saudi community is the finest to explain the issue of teaching kindergarten students. The major study instrument was a pre-test and post-test constructed specifically for this purpose to assess the efficacy of using English songs on TikTok to increase the vocabulary and pronunciation of Saudi young learners at *Refereed Journal of Northern Europe Academy for Educational and Humanitarian*

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governmental kindergarten. Kindergarten teachers stated that the main reason for utilizing a traditional technique in teaching English in the classroom was that the young students were unfamiliar with English songs and may struggle to understand their words, phrases, and sentences. As a result, kindergarten teachers find it easier to teach young students using a whiteboard and textbook songs. It was also shown that Saudi young learners like to listen to Tiktok video songs in order to fit in with bilingual folks.

As far as we know, there are a lot of foreigners, housemaids, and strangers from all over the world in Saudi Arabia, which causes families to look for the best approach to teach their children English language. As a result, they send their children to public and private kindergartens to learn English. According to the researchers, Saudi young learners must be exposed to Tiktok English songs on a daily basis in order to expand their English core vocabulary and pronunciation. Furthermore, kindergarten teachers, particularly those working in government kindergartens, must use Tiktok or YouTube English songs to teach English vocabulary, and they must be responsive to new teaching methods and strategies especially online resources to improve their students' language skills and address their needs.

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