

YouTube and TikTok Videos as Emerging Digital Literacies in Online Teaching: A Must Already in the Wake of COVID-19?

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Abstract

This quantitative study examines the use of YouTube and TikTok videos as short-form digital resources in online foreign language instruction. While the global shift to online education during the COVID-19 pandemic underscored the importance of accessible and engaging digital resources, the specific pedagogical value of social media platforms still remains obscure. As a contribution to the gap in the literature, a 27-item Likert-type scale, refined from an initial 39-item pool, was administered to 257 undergraduates (162 female, 95 male) enrolled in the Department of English Language and Literature at a state university. The instrument assessed dimensions including motivation, comprehension, intercultural competence, collaborative learning, distraction, anxiety, and practicality. Descriptive and inferential analyses were performed, including frequency distributions and reliability testing (Cronbach's $\alpha = .71$). The findings indicated that 61.4% of participants valued the platforms for enhancing engagement, while more than half reported improvements in comprehension and peer interaction. In contrast, relatively few students identified drawbacks: 26–27% cited distraction or impracticality, and 19% reported anxiety. These results demonstrate that although reservations exist, positive evaluations of YouTube and TikTok outweigh negative experiences in the context investigated. The study highlights the dual nature of short-form video integration in online education: strong potential for motivation and comprehension, balanced against limited but noteworthy concerns related to focus and sustainability. The distribution of responses suggests a consistent pattern, with advantages dominating the data while criticisms remain in the minority.

Keywords: social media platforms, online foreign language teaching, YouTube, TikTok

1. Introduction

Language teaching, in the wake of COVID-19 pandemic, has experienced an unprecedented shift from traditional face to face teaching environments towards online teaching ones (Clarke et al., 2022; Pérez-Marín et al., 2022). During the pandemic the necessity to find a solution for 1.5 billion children and youth staying at home deprived of education urged many countries to resort to online teaching instruments (Philippe et al., 2020; Altavilla, 2020). This new predicament inevitably reshaped the essence of teaching towards an evolution with new teaching models such as online education, hybrid education and blended learning (Lin et al., 2022; Carlton, 2021). The rapid changing teaching environment enhanced the importance of using both online meeting platforms like Google Meet, Microsoft Team, Skype, Zoom and education consortiums such as Coursera, EDX, Udemy, Udacity while also opening critical space for digital social media and communication platforms such as WhatsApp, YouTube and Tik Tok (Ghamrawi, 2022; Ajani, 2021). Especially virtual networks or small groups of social media platforms started to play a substantial role in both virtual and face-to-face language teaching environments (König et al., 2020; Motteram et al., 2020). YouTube or Tik Tok videos, therefore, found more space to be tested regarding their profound impact through their easy accessibility, practicality, and user-friendly design, which was indeed their native characteristic already in service for the benefits of students during lectures and classes alike (Sun, 2014; Desmet, 2009). Nevertheless, YouTube or Tik Tok videos were hardly reputable in comparison to WhatsApp application when the case was the contribution of social media platforms to language teaching (Motteram & Dawson, 2019) because prior to COVID-19 period the primary concern was relatively teacher's group connection to share information instead of course content endorsement (Hafner, 2014).

All in all, the primary aim of this quantitative study is to make contribution to the literature with clear cut tangible results for two specific research questions that seek to determine the pros and cons of using social media platforms during Critical Thinking Skills Courses in terms of students' views as far as foreign language teaching is concerned. Thus, the following two questions were scrutinized within the entire framework of this study:

Research Question 1. What are the agreed drawbacks of using YouTube & Tick Tock videos for online foreign language teaching?

Research Question 2. What are the agreed advantages of using YouTube & Tick Tock videos for online foreign language teaching?

2. Literature Review

The global transition to online education has transformed instructional practices, with research documenting a sharp rise in digital teaching during and after the COVID-19 pandemic (Affouneh et al., 2020; Cavus & Sekyere-Asiedu, 2021; Carlton, 2021; Hung & Huang, 2021; Wu & Nian, 2021). Although the pandemic accelerated this process, the foundations of online learning can be traced back to the early 2000s, when network-based teaching and distance education models first began shaping new instructional possibilities (Kern & Warschauer, 2000; Cavanaugh, 2001; Cooper, 2001). Language education has closely followed this trajectory, with researchers noting the increasing use of digital platforms to facilitate participation, collaboration, and autonomy in foreign language instruction (Hartshorn & McMurry, 2020; Guillón et al., 2020; Lenkaitis, 2020; Nurieva & Garaeva, 2020; Pu, 2020; Rahayu, 2020; Balbay & Erkan, 2021; Hung & Huang, 2021; Nuryanto, 2021; Zaiarna, 2021; Aldukhayel, 2022; C. Lin et al., 2022). Within this broader shift, the concept of digital literacies has gained prominence, highlighting not only the acquisition of technical skills but also the critical interpretation and production of multimodal texts as essential to twenty-first-century education (Anwaruddin, 2019; Atif, 2018; Castek, 2017; Green, 2016; Amicucci, 2014; Hicks & Turner, 2013; Jones, 2013; Morrell, 2012; Steinkuehler, 2010; Knobel & Lankshear, 2009). As a closely related contribution, research in Computer-Assisted Language Learning (CALL) has investigated the role of technology in enhancing interaction, learner autonomy, and multimodal engagement, with studies examining project-based learning, artificial intelligence, and multimedia integration (J. Lin et al., 2022; Luan et al., 2020; Tseng & Yeh, 2019; Rassaei, 2017; Yaghoobi & Razmjoo, 2016; Chao, 2015; Golonka et al., 2014; McNeil, 2013; Freeman, 2012).

Despite a body of literature concerning online teaching, digital literacies, and CALL, relatively few empirical investigations have focused specifically on social media platforms such as YouTube and TikTok in the context of language learning. While early studies were focusing on YouTube as a resource for classroom activities, intercultural communication, and pre-service teacher training (Desmet, 2009; Sun, 2014; Brook, 2011), other studies identified both the benefits and challenges of integrating social media into language education (Fuchs & Akbar, 2013; Hafner et al., 2013; Chen & Wang, 2008; Mullen & Wedwick, 2008). More recent empirical research, however, has highlighted the pedagogical potential of short-form video platforms. A flipped-classroom study demonstrated significant improvements in grammar performance and motivation when YouTube and TikTok videos were incorporated into Spanish instruction (Sangernán Jiménez & Ponce, 2022). A quasi-experimental study with Generation Z learners reported a 22.9% improvement in listening comprehension, pronunciation, and vocabulary among TikTok users compared with only 8.2% in the control group (Alfitri, 2025). Surveys of Swedish secondary students revealed that nearly 89% believed TikTok and Instagram positively influenced their English learning, particularly in speaking, vocabulary, and listening comprehension (Nordin, 2024). Additional studies confirmed TikTok's effectiveness in supporting vocabulary retention (Tran, 2023), enhancing motivation and oral proficiency in specialized education contexts (H. C. Lin et al., 2022), and contributing to the development of English communication competence (Al Harthy, 2022). University-level investigations also suggest that students perceive TikTok as an effective educational tool, with a recent study showing that 75% of participants experienced vocabulary growth after regular engagement with TikTok content (Pianasari & Faruk, 2025).

Taken together, these studies illustrate the increasing significance of social media in language education, but they also reveal a notable gap. Much of the existing research emphasizes outcomes such as vocabulary development, motivation, or oral proficiency, without systematically examining learners' perceptions of both the advantages and the disadvantages of YouTube and TikTok. Concerns related to distraction, sustainability, and the academic suitability of content have been raised but they remain underexplored in relation to students' real life experiences. Addressing this gap, the present study investigates university students' evaluations of YouTube and TikTok as digital resources for online foreign language teaching, aiming to provide a comprehensive account of their pedagogical affordances and limitations.

3. Materials and Methods

This quantitative study investigated the advantages and disadvantages of using YouTube and TikTok videos in online foreign language instruction. Participants were 257 undergraduates from the English Language and Literature Department at a state university. Following a 14-week term, students completed a Likert-scale questionnaire specifically designed to assess the pros and cons of using YouTube and TikTok videos as digital materials during online language learning. Descriptive and inferential statistical analyses were conducted to identify which features were perceived most positively and which were viewed as problematic. The results for each item were reported as frequency distributions and percentages in accompanying tables.

3.1 Participants of the Study

The number of the participants taking part in the current study were 257. The number of the female participants were 158 whereas it was 98 for the males. The study was implemented at the English Language and Literature Department of a state university where the number of the female students always predominates over males as a general rule. Following their admission to the department, it is compulsory that the students take on an English proficiency test which determines those who would attend an additional one-year language preparatory class before starting the program. Finally, all participants exhibited nearly the same proficiency levels.

3.2 Data Collection

Data for this study were collected using a 39-item, six-point Likert scale (1 = Strongly Agree to 6 = Strongly Disagree). Expert feedback was solicited during scale development to ensure content validity. To answer the research questions, both descriptive and inferential statistical techniques were applied to the questionnaire results.

3.3 The Questionnaire

The initial questionnaire was designed as comprising 39 items. Following the reliability analysis, the item size was reduced to a number of 27. All items were designed to constitute a Likert Scale 1) *Strongly Agree* 2) *Agree* 3) *Not Decided* 4) *Disagree* 5) *Strongly Disagree*.

3.4 Procedure

During the Fall 2021–2022 term, after obtaining the necessary institutional approval, the researcher delivered a 14-week course to the students at the English Language and Literature Department of a state university and administered a three-page questionnaire to all 130 enrollees. Every questionnaire was returned intact with a 100 percent response rate. Nevertheless, a small number of individual items were left unanswered. These missing responses were subsequently addressed and incorporated into the dataset through appropriate statistical procedures.

3.5 Data Analysis

The researcher designed a 39-item questionnaire, which was then reviewed by field experts for additional input. For the frequency analysis, responses were collapsed into “agree” and “disagree” categories, and items with at least 60 % of respondents in one category were emphasized to yield more substantive findings.

Data were analyzed using SPSS 22.0. The scale’s reliability and validity were each evaluated through separate statistical procedures.

The results of the reduced 27 items of the questionnaire are presented using the following abbreviations: Analysis of Variance with (ANOVA), Kaiser-Meyer-Olkin with (KMO),

Principal Component Analysis with (PCA), frequency with (f), percentage (%), p value of significance with (p).

3.5.1 Reliability Analysis

The construct validity of the scale was computed through Cronbach’s alpha Analysis and the scale turned out to be .71 reliable. Also, Item statistics revealed close mean and standard deviation values. ANOVA with Tukey’s Test for Nonadditivity was computed and the items were determined to have additivity ($p < 0.001$). Hotelling’s T-Squared Test confirmed the scale items to be homogeneous in terms of variance. The results of the Intraclass Correlation Coefficient (ICC) test indicate that the scale used in this study demonstrates strong reliability. Specifically, both the internal consistency of the items and the average measure yielded statistically significant results ($p < 0.001$), confirming that the items consistently measure the intended construct and that the overall scale is dependable for research purposes.

3.5.2 Validity Analysis

Construct validity of the scale was assessed via Exploratory Factor Analysis (EFA) using Principal Component Analysis (PCA). Prior to conducting the PCA, the suitability of the data for factor analysis was examined using the Kaiser-Meyer-Olkin (KMO) measure and Bartlett’s Test of Sphericity. The KMO value was calculated at 0.86, indicating a high level of sampling adequacy and justifying the application of factor analysis. Bartlett’s Test of Sphericity yielded a statistically significant result ($p < 0.01$), confirming that the inter-item correlations were sufficient for factor extraction. Subsequently, PCA was performed to determine the underlying factor structure of the scale. The analysis revealed 7 components with eigenvalues greater than 1, which together explained 62.8% of the total variance. The variance explained by each factor was 29.3%, 9.6%, 6.2%, 5.4%, 5.1%, 4.6%, and 4.2%, in succession. The Scree Plot exhibited a sharp drop after the first factor, indicating its relative dominance and prompting a re-analysis with a predetermined number of factors for greater precision. In the refined analysis, all retained items demonstrated component loadings above .32, meeting the accepted criterion for meaningful factor interpretation. Collectively, the identified factors accounted for 43% of the total variance—exceeding the commonly accepted threshold of 30% for construct validity. These results confirm that the scale possesses solid construct validity and effectively captures the dimensions it was designed to measure.

4. Results

Research Question 1. What are the agreed drawbacks of using YouTube & Tick Tock videos for online foreign language teaching?

Table 1. denotes that a considerable number of students ($f=154$) with a percentage of 61.4 % hardly notice any connection between using YouTube & Tick Tock videos for online foreign language teaching and using their mobiles more effectively during lessons (item 39). The second highest percentage (26.5%) with a frequency of (68) points to students’ increasing anxiety levels when their teacher uses YouTube & Tick Tock videos as digital materials in their class (item 5) while the third highest percentage (26.7%) with a frequency of ($f=67$) signifies that the students find it a wearing innovation to use YouTube & Tick Tock videos as digital materials in their class (item 33). Last but not least, a same amount of percentage (19%) with a frequency of ($f=48$) indicates that students find it hardly practical to use YouTube & Tick Tock videos as digital materials in the class (item 37).

Table 1. The agreed drawbacks of using YouTube & Tick Tock videos for online foreign language teaching

Categories	f	%
39. Using YouTube /TikTok videos as digital materials in our class has nothing to do with using my mobile phone more effectively for my lessons.	154	61.4
5. I become more anxious when the teacher uses YouTube /TikTok videos as digital materials in our class.	68	26.5
33. I find it wearying to use YouTube /TikTok videos as digital materials in our class.	67	26.7
37. I find it hardly practical to use YouTube /TikTok videos as digital materials in our class.	48	19
39. Using YouTube /TikTok videos as digital materials in our class has nothing to do with using my mobile phone more effectively for my lessons.	154	61.1

Research Question 2. What are the agreed advantages of using YouTube & Tick Tock videos for online foreign language teaching?

Table 2 reveals that the vast majority of students (91 %) agree with a frequency of (f = 233) using YouTube/TikTok videos as digital materials in our class makes the lesson more interesting (item 10). Similarly, the second highest percentage of students 84.8 % with a frequency of (f = 218) find it practical to use these videos (item 3). Then in the third place with a percentage of 80.5 % and a frequency of (f = 206) a considerable amount of students report that such videos make it easier to understand the lesson (item 11). A further 77.4 % with a frequency of (f = 199) find it exciting to use these videos in class (item 4), while 76.3 % of the students with a frequency of (f = 196) assert that these videos facilitate communication with the teacher (item 7). Likewise, 75.2 % of these students with a frequency of (f = 193) feel that the videos aid comprehension of the target language (item 12), and 72.9 % of these report improved concentration with a frequency of (f = 183) especially when videos are used (item 34). Focusing on peer interaction, 70.8 % (f = 182) agree that video usage has increased their tendency to ask questions of classmates (item 22). As another important aspect, 70.3 % of the class with a frequency of (f = 180) find the videos amusing (item 2). What is more, 68.9 % of the class again acknowledge with a frequency of (f = 177) that incorporating these videos has helped them learn to use their mobile phones more effectively for lessons (item 21). Finally, 60.7 % for item 16 admit with a frequency of (f = 156) that the subtitles in YouTube/TikTok videos contribute to their reading skills.

Table 2. The agreed advantages of using YouTube & Tick Tock videos for online foreign language teaching

Categories	f	%
10. Using YouTube /TikTok videos as digital materials in our class makes the class more interesting.	233	91
3. I find it practical to use YouTube /TikTok videos as digital materials in our class.	218	84.8
11. Using YouTube /TikTok videos as digital materials in our class makes it easy to understand The lesson.	206	80.5
4. I find it exciting to use YouTube /TikTok videos as digital materials in our class.	199	77.4
7. Using YouTube /TikTok videos as digital materials in our class makes it easy to communicate with my teacher.	196	76.3
12. Using YouTube /TikTok videos as digital materials in our class makes it easy to understand the target language.	193	75.2
34. Using YouTube /TikTok videos as digital materials in our class makes me concentrate on the lesson.	183	72.9
22. Using YouTube /TikTok videos as digital materials in our class has increased my asking questions to my friends.	182	70.8
2. I find it amusing to use YouTube /TikTok videos as digital materials in our class.	180	70.3
21. Using YouTube videos as digital materials in our class made me learn how to use my mobile phone more effectively for my lessons.	177	68.9
16. The subtitles in YouTube /TikTok videos contribute to my reading skill.	156	60.7

5. Discussion

In view of the findings of this study it is conspicuous that of the four negative factors (item 39, item 5, item 33, item 37) that may lead learners to hardship when referring to YouTube and TikTok videos during foreign language teaching, with the percentages of 61.4%, 26.5%, 19%, and 26.7% respectively, only item 39 emerges slightly above the 60% threshold. Yet, this factor, which concerns the perceived lack of connection between video use and more effective mobile phone integration, appears tangential to the pedagogical purpose of incorporating social media into instruction. The other three drawbacks, though related to anxiety, weariness, or impracticality, remain at lower frequency levels (f = 68, 67, 48), suggesting that while they highlight genuine learner concerns, they are not pervasive across the participant group. This aligns with earlier studies noting that although students sometimes perceive short-form video content as distracting or trivial, these concerns rarely outweigh the pedagogical benefits when the materials are purposefully integrated (Fuchs & Akbar, 2013; Mullen & Wedwick, 2008).

Nevertheless, the critical voices among learners deserve attention. Similar to findings by Tran (2023), who reported that certain EFL learners expressed frustration at the superficiality of TikTok content, this study also highlights the risk of over-reliance on entertainment-driven media. At the same time, these reservations contrast with studies such as Alfitri (2025) and Pianasari and Faruk (2025), where learners reported strong gains in vocabulary and oral proficiency, underlining that contextual and pedagogical mediation significantly shape student perceptions. Thus, the minor criticisms in the present study should be understood not as wholesale rejection of these platforms, but as reminders of the need for careful content selection and scaffolding.

The positive findings are even more compelling. Items 7, 12, and 22 underscore how YouTube and TikTok foster communication with teachers, aid comprehension of the target language, and promote peer interaction—outcomes that resonate with O'Dowd's (2012) emphasis on intercultural competence and Lee's (2007) advocacy of collaborative online exchanges. These results also echo recent empirical evidence: Sangermán Jiménez and Ponce (2022) demonstrated that integrating TikTok and YouTube into flipped classrooms enhanced grammar acquisition and student motivation, while Lin, Su, and Chen (2022) confirmed their utility for improving oral proficiency in

professional education contexts. Together, these findings highlight the social and communicative affordances of short-form video, aligning with Vygotsky's (1978) sociocultural theory and with constructivist perspectives as discussed by Fosnot (2005) and by Canestraro and Marlowe (2010).

Furthermore, the fact that the majority of participants found video use exciting, practical, and conducive to comprehension corresponds with broader research on digital literacies. Studies by Nordin (2024) and Nguyen (2023) both reported high levels of learner satisfaction with TikTok as a language-learning tool, particularly for vocabulary and listening skills, suggesting that the motivational benefits identified in this study are not isolated but part of a broader global trend. At the same time, the present study adds nuance by juxtaposing these advantages with the relatively minor but persistent concerns voiced by some learners, thereby providing a more balanced perspective.

In sum, both the drawbacks and the advantages reported by participants indicate a consistent pattern: when carefully mediated by instructors, YouTube and TikTok act as powerful tools for creating a constructivist learning environment that values collaboration, intercultural awareness, and multimodal engagement. When left unstructured, however, they risk being perceived as superficial or distracting. The findings of this study, therefore, not only corroborate earlier research but also extend it by highlighting the duality between promise and challenge that characterizes the integration of social media into foreign language education.

6. Limitations

This study is constrained by two principal limitations:

Preliminarily, the sample of the study comprises exclusively university-level learners, thereby limiting the generalizability of findings to secondary or primary education contexts.

Second, although conducted in a virtual setting, the study was situated within an English as a Foreign Language (EFL) environment. This means the outcomes may differ in English as a Second Language (ESL) settings.

7. Conclusions

Consequently, notwithstanding that factors influencing learners may produce distinct effects shaped more by individual self-confidence than by the particular technological platform employed, in the light of the findings of the present study, the use of YouTube and TikTok videos as digital literacies for online foreign language teaching has proved to serve more benefits for the interest of learners than the minor drawbacks suggested by the participants of the study.

8. Recommendations and Implications

The findings of this study suggest several pedagogical and institutional recommendations for the integration of YouTube and TikTok into online foreign language teaching. First, instructors should embed these platforms within structured learning frameworks rather than using them in an unregulated manner. While the results highlighted the motivational and practical benefits of video-based resources, concerns about distraction, anxiety, and impracticality indicate the need for careful scaffolding. Teachers are therefore encouraged to select content aligned with learning outcomes, design guided tasks around videos, and provide follow-up activities that channel student engagement toward measurable linguistic gains.

Second, institutions should consider professional development initiatives to equip instructors with strategies for integrating social media content effectively. Workshops on digital pedagogy can familiarize teachers with both the affordances and limitations of platforms like YouTube and TikTok, ensuring that these tools complement rather than replace established instructional methods. At the same time, curriculum designers should explore ways of embedding short-form video materials into course syllabi, particularly in courses that emphasize listening, speaking, and intercultural communication skills.

Third, the implications extend to educational policy and technological support. Universities and language programs can encourage the adoption of curated digital repositories where approved YouTube and TikTok materials are archived, categorized, and periodically updated. This would minimize risks associated with unsuitable or low-quality content while preserving the motivational advantages that students identified. Additionally, integrating subtitles, interactive quizzes, and peer-discussion features into video use can strengthen comprehension and promote collaborative learning, reflecting the principles of a Constructivist classroom environment.

Finally, future research should investigate the impact of these platforms in different educational contexts, including primary and secondary education, as well as in English as a Second Language (ESL) settings. Longitudinal studies examining the sustainability of motivation and skill development over time would be particularly valuable. The present study indicates that while YouTube and TikTok hold strong potential as digital literacies, their pedagogical success depends on thoughtful implementation, continuous evaluation, and alignment with broader educational objectives.

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The author reports there are no competing interests to declare.

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Authors' contributions

Corresponding author: Study design, data collection and analysis, manuscript preparation.

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Data sharing statement

No additional data are available.

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APPENDIX

QUESTIONNAIRE

Age: Gender: Female ☐ / Male ☐

Please rate how strongly you agree or disagree with each of the following statements by placing a check mark in the appropriate box.

Thank you for your kind cooperation in advance.

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YouTube & TikTok Scale	Strongly Agree	Agree	Not Decided	Disagree	Strongly Disagree
1. I find it beneficial to use YouTube /TikTok videos as digital materials in our class.					
2. I find it amusing to use YouTube /TikTok videos as digital materials in our class.					
3. I find it practical to use YouTube /TikTok videos as digital materials in our class.					
4. I find it exciting to use YouTube /TikTok videos as digital materials in our class.					
5. I become more anxious when the teacher uses YouTube /TikTok videos as digital materials in our class.					
6. I become less anxious when the teacher uses YouTube /TikTok videos as digital materials in our class.					
7. Using YouTube /TikTok videos as digital materials in our class makes it easy to communicate with my teacher.					
8. Using YouTube /TikTok videos as digital materials in our class makes it hard to communicate with my teacher.					
9. Using YouTube /TikTok videos as digital materials in our class makes it easy to participate in the lesson.					
10. Using YouTube /TikTok videos as digital materials in our class makes the class more interesting.					
11. Using YouTube /TikTok videos as digital materials in our class makes it easy to understand the lesson.					
12. Using YouTube /TikTok videos as digital materials in our class makes it easy to understand the target language.					
13. Using YouTube /TikTok videos as digital materials in our class contributes to my speaking skill.					
14. Using YouTube /TikTok videos as digital materials in our class contributes to my listening skill.					
15. Using YouTube /TikTok videos as digital materials in our class contributes to my writing skill.					
16. The subtitles in YouTube /TikTok videos contribute to my reading skill.					
17. The subtitles in YouTube /TikTok videos make it hard to understand the target language.					
18. Using YouTube /TikTok videos as digital materials in our class distracts my attention from the lesson.					
19. Using YouTube /TikTok videos as digital materials in our class has taught me how to integrate technology with language teaching.					
20. Using YouTube /TikTok videos as digital materials in our class made me more capable of solving digital environment problems.					
21. Using YouTube videos as digital materials in our class made me learn how to use my mobile phone more effectively for my lessons.					
22. Using YouTube /TikTok videos as digital materials in our class has increased my asking questions to my friends.					
23. I think Using YouTube /TikTok videos as digital materials in our class gives harm to my speaking skill.					
24. The subtitles in YouTube /TikTok videos gives harm to my reading skill.					
25. I think Using YouTube /TikTok videos as digital materials in our class gives harm to my writing skill.					
26. I think Using YouTube /TikTok videos as digital materials in our class gives harm to my listening skill.					
27. Using YouTube /TikTok videos as digital materials in our class hardly makes me feel I belong to a learning community.					
28. I think using YouTube /TikTok videos as digital materials in our class is inefficient because there are lots of technical setbacks.					
29. Using YouTube /TikTok videos as digital materials in our class makes it hard to participate in the lesson.					
30. Using YouTube /TikTok videos as digital materials in our class makes it hard to understand the lesson.					
31. I find it boring to use YouTube /TikTok videos as digital materials in our class.					

32. Using YouTube /TikTok videos as digital materials in our class easily makes me feel I belong to a learning community.					
33. I find it wearying to use YouTube /TikTok videos as digital materials in our class.					
34. Using YouTube /TikTok videos as digital materials in our class makes me concentrate on the lesson.					
35. Using YouTube /TikTok videos as digital materials in our class has decreased my asking questions to my friends.					
36. Using YouTube /TikTok videos as digital materials in our class has nothing to do with integrating technology with language teaching.					
37. I find it hardly practical to use YouTube /TikTok videos as digital materials in our class.					
38. Using YouTube /TikTok videos as digital materials in our class has nothing to do with solving digital environment problems.					
39. Using YouTube /TikTok videos as digital materials in our class has nothing to do with using my mobile phone more effectively for my lessons.					