

**"Towards Unveiling the Linguistic Impact of TikTok and  
ChatGPT: Transforming Writing Practices in Iraq"**

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الكشف عن الأثر اللغوي لتطبيق تيك توك وتشات جي بي تي: تحويل ممارسات الكتابة في العراق

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## Abstract

This study aimed to enhance the English writing skills and linguistics aspects of Iraqi students through the use of TikTok and ChatGPT to address the gap in the literature on English writing mastery as a key issue in the modernized learning practices in Iraq. The study had 100 learners from Aliraqia University, 50 following traditional learning methods (books, classroom teaching) and 50 integrating TikTok and ChatGPT. A mixed-methods approach, incorporating both qualitative and quantitative analyses, was employed, with the data being collected from three sources: (1) interviews, (2) questionnaires, and (3) pre- and post-test design. The results showed that students who integrated TikTok and ChatGPT demonstrated significant growth in their writing skills through their affinity to these innovative learning tools, implying that there is a need to adopt a new paradigm using digital tools that can be interactive and participatory in the learning experience and to encourage instructors to utilize these tools to inspire creativity, motivation, and engagement in learners. The findings also indicated that incorporating TikTok and ChatGPT into the instruction in a balanced manner and using the interactive and dynamic content of TikTok and the generative content of ChatGPT could help in enhancing creative and informal writing and formal writing and grammatical accuracy, respectively.

**Keywords:** Iraqi Learners; TikTok; ChatGPT; Writing Proficiency; Digital Transformation; Iraqi Education.

## المستخلص

هدفت هذه الدراسة إلى تعزيز مهارات الكتابة الإنجليزية لدى الطلاب العراقيين من خلال استخدام تيك توك و ChatGPT، وذلك لسد الفجوة في الأدبيات المتعلقة بإتقان الكتابة الإنجليزية كقضية رئيسية في ممارسات التعلم الحديثة في العراق. شملت الدراسة 100 متعلم للغة الإنجليزية كلغة أجنبية من جامعة العراقية، حيث اتبع 50 طالبًا الأساليب التعليمية التقليدية (الكتب، التدريس داخل الصف)، بينما استخدم 50 طالبًا آخر تيك توك و ChatGPT في تعلمهم. وقد اعتمدت الدراسة منهجية مختلطة تجمع بين التحليل الكمي والنوعي، مع جمع البيانات من ثلاث مصادر: (1) المقابلات، (2) الاستبيانات، و(3) تصميم الاختبارات القبليّة والبعدية. أظهرت النتائج أن الطلاب الذين استخدموا تيك توك و ChatGPT قد حققوا تحسنًا كبيرًا في مهاراتهم الكتابية من خلال ميلهم لهذه الأدوات التعليمية المبتكرة، مما يشير إلى ضرورة اعتماد نموذج جديد يوظف الأدوات الرقمية التفاعلية والمشاركة في تجربة التعلم، وتشجيع المدرسين على استخدام هذه الأدوات لتحفيز الإبداع والدافعية والانخراط لدى المتعلمين. كما أشارت النتائج إلى أن دمج تيك توك و ChatGPT في التعليم بطريقة متوازنة، واستخدام المحتوى التفاعلي والديناميكي لتيك توك والمحتوى التوليدي لـ ChatGPT، يمكن أن يساعد في تعزيز الكتابة الإبداعية وغير الرسمية من جهة، والكتابة الرسمية والدقة النحوية من جهة أخرى.

الكلمات المفتاحية: المتعلمون العراقيون؛ تيك توك؛ شات جي بي تي؛ إتقان الكتابة؛ التحول الرقمي؛ التعليم العراقي.

## 1. Introduction

Language learning has evolved over time, with technological progress, social attitudes towards multilingualism, and a globalized world all influencing language learning developments. This technological shift has moved language learning away from a one-stop-shop of EFL to a more holistic approach, which emphasizes multilingualism and intercultural competences (Shevchenko & Korzyuk, 2019; Pikri, 2022; Isakova, 2018). Contemporary language teaching has evolved from the days of rote memorization and grammatical-oriented instruction to more interactive and communicative teaching and learning methods (Steinwachs & Martens, 2022; Altae, 2020). In the digital age, EFL has experienced a significant transformation, with educators grappling with the myriad of available digital technologies and tools, and needing to adapt new teaching practices to enhance the English language learning experience (Mahdi, 2022; Pikri, 2022; Aziz et al., 2019). In digital writing instruction, technological content knowledge has become the foundation, and the focus is on incorporating artificial intelligence tools like ChatGPT and social media platforms like TikTok into writing exercises to create interactive writing, prompt feedback, and real audience engagement (Zhang et al., 2019).

In the current era, educators and students of English as a Foreign Language know the essential role and advantages of integrating information and communications technology (ICT) into EFL teaching and learning. Future learners' involvement in digitalization during their university studies will directly impact their readiness to utilize new digital technologies across different educational levels (Zhang, 2022; Alobaid, 2020). English language programs within Iraqi educational systems lack

exposure to native or native-like experiences, especially in narrative courses. Fluent communication in English is crucial for students' proficiency; however, they encounter limited practice opportunities both inside and outside formal education settings, impeding the effective development of communication skills (SakALE & HICHAMI, 2023; Rababah, 2019). The increasing use of English as a global language has brought attention to tools that can assist EFL learners in their fluency journey. Regarding the current situation in Iraq most learners exposed to a clear deficiency in linguistic competencies, such a case of enthusiasm and systemic disengagement in the study of grammar (Mohammed Albazi,2019,P.442).

## **2.Problem Statement**

Notably, Iraqi EFL learners need more exposure to modern technology, including AI systems and social media applications. Nevertheless, it has not yet been researched how TikTok or ChatGPT could promote better writing performance in Iraqi EFL learners. Consequently, Iraqi students need to use alternative digital tools to learn English in their culturally and linguistically diverse country. Addressing this gap in literature becomes imperative to comprehend the advantages, disadvantages, and best practices of integrating TikTok and ChatGPT into Iraqi EFL schemes, with an emphasis on improving the results of teaching and learning. Previously, no studies have been focused on this particular blend of ChatGPT and TikTok in multi-modal education concerning writing skills. Attention was orientated to the integration of social networks and technological tools into language learning. Various studies have examined these tools in detail in relation to different language competences., such as

Razak et al. (2018), Altae (2020), Fatimah and Sara (2022), Hussein et al. (2023), and Alkhaldi (2023). The aim of this research is to fill in this gap and examine Iraqi EFL learners' attitudes towards utilizing such tools for improving their writing competence. However, there are only a few studies that focus on how the integration of TikTok and ChatGPT could enhance Iraqi EFL learners' motivation and engagement and their writing skills.

### **3. Research Objectives and Hypotheses**

#### **3.1 Research Objectives**

1. To evaluate the linguistic and stylistic distinctions between ChatGPT-generated texts and TikTok captions in the context of writing.
2. To identify variations in user engagement and preferences between TikTok captions and ChatGPT-generated texts, considering different contexts, purposes, and platforms.

#### **3.2. Research Hypotheses**

H1: Iraqi students using the TikTok and ChatGPT as supplementary learning tools show statistically significant improvements in their overall writing skills compared to those using traditional learning methods.

H2: More formal and grammatical writing accuracy will be enhanced by using ChatGPT, while more creativity and informal writing will be enhanced by using TikTok.

#### **4. Research Questions**

1. To what extent has the integration of TikTok and ChatGPT affected the development of writing skills (including grammatical precision, vocabulary and creativity) among students in Iraq?
2. How does the writing and linguistic performance of students differ when creating short-form, creative TikTok content from scratch to using formal writing support in ChatGPT??
3. Do user preferences for TikTok as a writing tool differ from ChatGPT depending on the specific writing task (e.g. creative versus academic)?

#### **5. Literature Review**

##### **5.1 Unique Features of TikTok for Language Learning**

TikTok has a special facet, which covers its operation overview. In addition, it has a sizable library, duet and stitch options, and a scrolling surface that other artists can use to create. The platform serves as some of the foundations for novel interpretations of "professional TikTok," which are characterized by sociocultural, popular, distributive, and short style writing characteristics. Additionally, the writings of TikTok reveal an awareness of technologically based interconnection on the part of vision and soundness with regards to race and technology. Therefore, it is important to note that TikTok is not just a well-known platform for short videos; it also has additional unique features related to TikTok writing. Among the well-known social media sites that have become vibrant hubs for language learning. Singh and Chen (2022) illustrate how TikTok's interactive challenges encourage students to engage in innovative language practice that

encourages meaningful use of the target language. Likewise, Martinez and Gomez (2021) emphasize social media's effectiveness in vocabulary development and cultural immersion because of its visual content. Peer communication is made possible by these platforms, adding a useful layer of social learning and response.

TikTok is a great tool for students to use as a personal study tool to improve their writing skills. Furthermore, TikTok's features, such as short videos and user-generated content, give students a useful platform for engaging in interactive and imaginative writing exercises (Haensch et al. 2023). Additionally, TikTok's algorithmic content recommendation system aids users in learning new words as well as various writing topics and styles. TikTok is special because it lets users experiment with different narrative techniques, writing styles, and images and videos to create visually striking posts. English language learners can improve their writing skills by using TikTok for writing instruction (Salsabil and Wahyudi, n. d. Razali and Zhai, 2021). In addition, a student can add images and a sound clip to enhance their work. This method contributes to writing that is much more catchy. Nonetheless, TikTok typically plays a significant role in improving the accuracy and fluency of writing abilities across a range of disciplines. Despite social media's clear educational potential, it's critical to effectively manage its risks. Patel and Smith (2019) address a number of issues, including the depth of language engagement, exposure to inappropriate content, and digital distraction. Teachers must guide students in using these platforms appropriately, choosing content that aligns with learning goals and striking a balance between social media and language education programs.

## **5.2 The Emergence of AI Tools in language Learning (ChatGPT)**

Artificial intelligence tools have changed how students learn English today. For instance, these comprise individual assessments, activity-based teaching methods, and flexible learning patterns (Hwang et al., 2023; Gayed et al., 2022). Besides that, the AI-based applications can track the way the student writes by giving advice where they require improvement, for example, in grammar, vocabulary usage, and sentence construction. Besides that, AI increases teachers' teaching speed because they now have tools they use for their work. One application of AI in EFL teaching can use AI speech assessment systems (Gayed et al., 2022; Xu and Margevica-Grinberga, 2021; Chiou et al., 2020). Automated writing evaluation is nowadays becoming widespread, and AI has improved largely. Students with such capabilities will now be able to write their own essays using AI algorithms that provide feedback on clarity of presentation, cohesion, and grammar. Moreover, AI resulted in a technological assessment system for evaluating EFL learners' compositions as well as their essays, translating, and dictating scores (Kim et al., 2021; Chen et al., 2020; Sumakul et al., 2). However, new methods for enhancing EFL learning have been introduced by the advancement of AI in language education. According to Lee (2021), AI-powered learning platforms have shown a remarkable impact on language acquisition by tailoring instruction to each student's needs. Furthermore, Kim (2022) has demonstrated that AI chatbots have proven to be highly successful in providing communicative learners with the type of conversational practice that supports language proficiency development. These AI tools make language use more interesting

and relevant in the current context by providing instant feedback that highlights real-life aspects of language use.

Most students are experiencing difficulties getting direct feedback from their supervisors as a result of the COVID-19 pandemic. Students can still practice their language skills remotely and receive feedback on their academic writing, though, by using ChatGPT. On forums, its early adopters have praised it for its capacity to produce excellent term papers and to elucidate "critical thinking.". (Coetzee and others. 2023). It goes without saying that even though AI opens up new avenues for language study, the issues that have emerged must be addressed. Thompson and associates. (2023) caution against overusing AI since it may hinder students' growth in critical thinking and problem-solving skills. Furthermore, concerns about data privacy, ethics, and the application of AI in educational settings demand careful consideration. In order to guarantee mastery of various learning components, any attempts to integrate AI into language programs must be made sensibly and in accordance with conventional teaching techniques.

### **5.3 TikTok's and ChatGPT's Impact on Writing Skills in EFL Contexts**

Although TikTok is primarily a visual platform, it does have features that can be used to improve writing. Short videos are the primary function of the platform and are almost always accompanied by text elements such as comments, text overlays, and captions. It has been suggested that digital tools could be used to address the issues associated with the failing educational system such as, new methods include interactive digital networks and artificial intelligence models like ChatGPT (Xu, B. together with Margevica-Grinberga, 2021). These are emerging

technologies based on artificial intelligence (AI) models such as ChatGPT and social media platforms like TikTok. These digital tools, such as new techniques like AI-based Chat GPT or online interactive mediums like TikTok, might lead to higher productivity and enhanced involvement of learners in the process that supports the acquisition of language-related skills. Recently, teacher education has shifted from traditional methods to current ones. Exposure of instructors to digital devices, inadequate internet connection, and electricity shortage; therefore, students and teachers may have little knowledge about digital devices (Johnson & Kumar, 2022). Though various digital applications in a flipped learning context can create motivational and linguistic opportunities, most education agents and learners prefer direct communication when working with online tools. ChatGPT and social media platforms like TikTok can significantly benefit EFL writing by enhancing student engagement and providing immediate feedback and suggestions for written content creation (Ginusti, 2023). These tools may help students overcome cognitive challenges in English composition, including vocabulary and grammar difficulties (Meirbekov et al., 2023; Xiao & Zhi, 2023). Integrating TikTok into the learning process encourages creativity and real-world application of language skills while providing a platform for expression (Zhai & Razali, 2021; Ariyani, F, et al., 2023). Furthermore, incorporating ChatGPT offers beneficial support for idea generation and coherence enhancement in written work, thereby bolstering the learning skills of EFL learners.

## 5.4 Previous Studies

Global trends in language learning are reflected in the development of English as a Foreign Language (EFL) instruction in Iraq. There are many major issues, including a lack of resources, antiquated teaching strategies, and differences in students' and teachers' skill levels.

Razak and others. (2018) conducted a research explored ways Iraqi university instructors utilized information and communication technology (ICT) for English as a foreign language instruction through a mixed methods approach based upon the pedagogical approaches towards online resources by EFL teachers from the perspective of English department teachers. The study revealed that, although ICT has become increasingly popular in EFL context, it is crucial to train EFL instructors on how best utilize these various forms of tools.

Altae (2020) recognized that the challenges faced by English as a Foreign Language (EFL) instructors in Iraq are not exclusive to the nation. Comparable challenges were present on a worldwide scale, encompassing constraints in resources, conventional instructional approaches, and disparities in the skills of teachers and students. The study provided a chronological account of the many phases of development in the Iraqi English language curriculum from 1921 to 2020. It examined the changes made to the curriculum and assesses if adequate measures were implemented. The research also elucidated the lessons learned from the curriculum creation process and offers useful insights into the current historical educational transformation in Iraq.

Fatimah and Sara (2022) in their research revealed that a significant proportion of English as a Foreign Language (EFL) undergraduate students who possess knowledge about Google Docs, although they did not employ it as a tool for enhancing

their writing proficiency. They examined the degree to which university students studying English as a foreign language through Google Docs for enhancing their writing abilities, including academic writing, general writing, and essay writing. Ninety students from Tishk University in Iraq's Kurdistan Region who are majoring in English language instruction participated. The Google form method was used to analyze the data collected from a quantitative questionnaire for the study. Although most students are aware of Google Docs, the survey found that they do not use it as a tool to improve their writing.

Hussein and others. (2023) analysed the state of information and communication technology (ICT) development in Iraq at the moment, with a focus on education, and highlighted the challenges associated with e-learning. The researchers examined the advantages and disadvantages of online education and offered solutions for common problems. Data on the current state of e-learning in Iraq and the challenges facing its development were gathered by the researchers through a survey. This led to the development of e-learning in Iraq with the aim of raising educational standards and reducing technological gaps with other countries.

Alkhalidi (2023) investigated the potential of technology to enhance students' writing and creativity through the development of Creative Writing (CW) abilities. In order to ascertain whether technology enhances creative writing, the study gathered information from Jordanian university students both before and after they used technology. Toondoo Comics' impact on students' creative writing was examined using questionnaires. Students used Reverso Context, Grammarly, and Hemingway Editor to improve their writing and creativity. Reverso Context helped students understand difficult terms, Grammarly improved

grammar and spelling, and Hemingway Editor improved phrasing and writing clarity. Technological tools gave students access to more learning materials and resources, improving their autonomy and participation.

## **6. Methods**

### **6.1 Study Settings and Participants**

The study was conducted at Aliraqiyah University with the 100 undergraduate EFL students. These participants were carefully selected to represent a wide variety of EFL students in Iraq. Participants were selected through stratified random sampling to ensure representation across different proficiency levels (beginner, intermediate, advanced), linguistic backgrounds, and cultural contexts. According to language skills, students are categorized into varied groups in order to evaluate what benefits each group receives from using ChatGPT and TikTok for their foreign languages study.

### **6.2. Procedure**

The study followed a pre-test/post-test experimental design over a period of 12 weeks.

1. Pre-Test: At the start of the study, both experimental and control groups were given a standardized writing proficiency test. The test consisted of two tasks: a formal essay on the subject and a short piece of creative writing. Writing was evaluated on the basis of a rubric that included grammar, vocabulary, cohesion and creativity.
2. Intervention (Experimental Group): The experimental group was trained to use TikTok and ChatGPT to improve writing.

- TikTok Tasks: Students were given weekly assignments to produce short videos with English captions on specific topics. These tasks have been designed to stimulate creative and informal writing. They also engaged with content from creators in other English-speaking countries.
  - ChatGPT Tasks: Students were instructed to use ChatGPT to brainstorm ideas for their essay, to check the grammatical and sentence structure, and to ask for ideas for improving clarity and vocabulary.
  - Instructors provided guidance, Monitoring progress and facilitating discussions on the efficient and ethical use of these instruments.
3. Control Group: The control group continued with their regular, traditional EFL writing curriculum, consisting of textbook exercises, in-class grammar lessons, and standard E-Editing tasks without TikTok or ChatGPT.
4. Post-Test: At the end of the 12-week period, both groups were given a follow-up test, the same format and difficulty as the preliminary test, to measure any changes in writing ability.

### **6.3. Data Collection**

- **Quantitative Data:**
  - Pre- and Post-Tests: Scores of writing proficiency tests were collected to measure improvements quantitatively.
  - Surveys: Questionnaires were sent to the experimental group to measure their attitudes, level of engagement and preferences in using TikTok and ChatGPT.

- **Qualitative Data:**

- **Semi-structured Interviews:** A subsample of 15 students from the experimental group were interviewed to provide a detailed insight into their experiences, perceived benefits and problems.

#### **6.4. Ethical Considerations**

The approval was obtained from the head of the Al-Iraqiya University department and from all participants. Participants were granted anonymity and confidentiality and their data were used exclusively for the purpose of research.

#### **6.5. Data Analysis**

**Statistical Analysis:** The survey and pre- and post-test data were analysed with SPSS, descriptive statistics were used to summarise demographic and survey data, and an independent t-test was used to compare the mean scores (post-test minus pre-test) of the intervention and control groups to establish the statistical significance of the intervention. **Qualitative analysis:** Thematic analysis of the interview transcripts was carried out by NVivo Qualitative Data Analysis software and data was coded to identify recurrent themes related to motivation of learners, learning experience and perceived impact of digital tools.

### **7. Findings**

The study's findings integrated quantitative and qualitative data to present a holistic view of digital tools' impact on EFL learning. Triangulation is employed to corroborate findings across different methodologies, enhancing the validity of the

conclusions. Potential biases, such as selection bias and response bias, are mitigated through careful participant selection and anonymous data collection, ensuring a fair and unbiased representation of participant experiences.

## 7.1. Quantitative Findings

### 7.1.1. Demographic and Survey Data

The survey participants were predominantly young adults, with 89% aged 18-24. Females constituted 63% of the respondents. A large proportion of respondents were undergraduate students. Survey data from the experimental group revealed that while many were familiar with TikTok for entertainment, its use for educational purposes was new.

Age Group	Percentage (%)
18-24	89.0
25-34	9.0
35-44	1.0
55 and above	1.0

**Table 1. Age Distribution of Survey Participants**

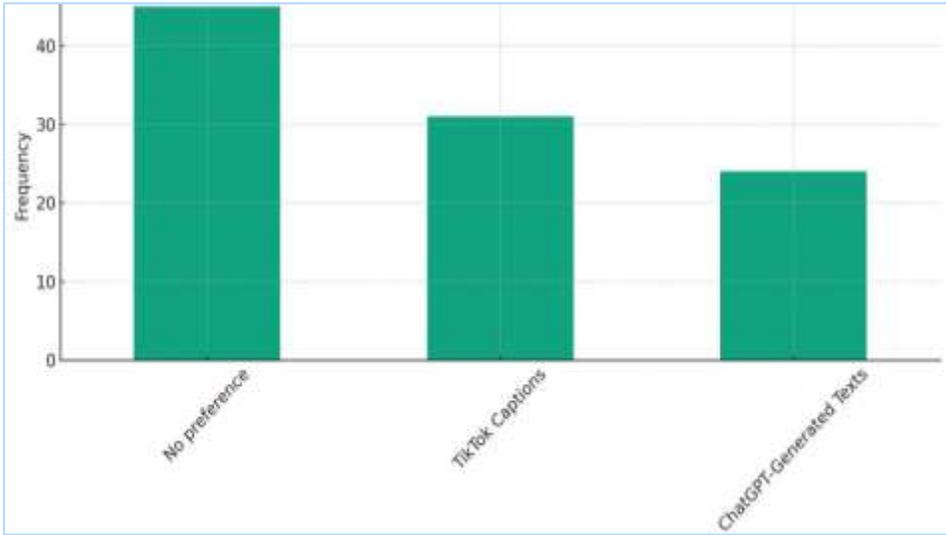
Participants in the survey tended to be young, ranging mostly between 18 and 34 years old. That was a demographic that's relatively tech oriented as well. Male or female respondents participated in equal numbers. Looking at their education, a large proportion of the respondents said that they were in college or postgraduates.

Gender	Percentage (%)
Female	63.0
Male	37.0

**Table 2. Gender Distribution of Survey Participants**

The respondents' wide range of educational backgrounds was also noteworthy, as most of them were presently enrolled in undergraduate programs. Despite being a part of the respondents' digital experience, this indicated that the majority of them did not use these platforms on a daily basis. This approach to occasional engagement may have arisen from specific uses, such as entertainment and information seeking, but it was not always equivalent to passively consuming content or information. Additionally, a lot of people said they were unable to decide between texts produced by ChatGPT and TikTok captions because they displayed a preference for a particular statement by using more TikTok captions than ChatGPT texts. This could be because the layout of one platform favors brief, visually appealing content that is appropriate for younger audiences. As a result, it seemed that our survey had drawn readers who were well-educated and keenly interested in AI and digital platforms. A significant finding from the survey was that participants' levels of engagement with ChatGPT-generated TikTok texts and captions varied. Some respondents claimed to come across this kind of content on a daily basis. This demonstrated how platforms powered by AI are becoming more integrated with

everyday life, particularly among young people. Curiously, a few audience members also mentioned minimal or infrequent interaction. This demonstrated that users' levels and kinds of engagement with the digital content materials at their disposal varied. Some people preferred TikTok captions, which might be due to the platform's short posts and appealing visuals. Others, on the other hand, showed no strong preference, indicating a degree of flexibility or openness to different content types. The choice may be dictated by how they intend to use the product (educational vs. entertainment; persuasive vs. Myspace-like). Diverse content preferences suggested the need for flexible and multifaceted digital media strategies. According to the survey data, there appeared to be a relationship between respondents' educational background and their contact with digital content. Those with college or university education—undergraduate and postgraduate—both seemed more likely to interact frequently with TikTok captions more than ChatGPT texts. favored by this group, given the high level of their popularity.



**Figure 1. Content Preference for Writing Tasks**

The data revealed a nuanced picture of the interaction between the content, with some engagements surpassing regular use of particular content. Visual bias is somewhat more common than written content produced by artificial intelligence, but it is still not very noticeable. This information could be useful for educators, content creators, and social networking site developers who want to comprehend and appeal to this age group using the model of digital content consumption. There was cultural and geographic diversity among the participants due to the global usage of TikTok and ChatGPT. due to the global popularity of ChatGPT and TikTok. to experience TikTok's integration with ChatGPT and learn how EFL students tet. EFL learners at the intermediate to advanced level may benefit from the integration of TikTok and ChatGPT, as it may enhance their creativity and language proficiency.

## **7.2. Qualitative Findings**

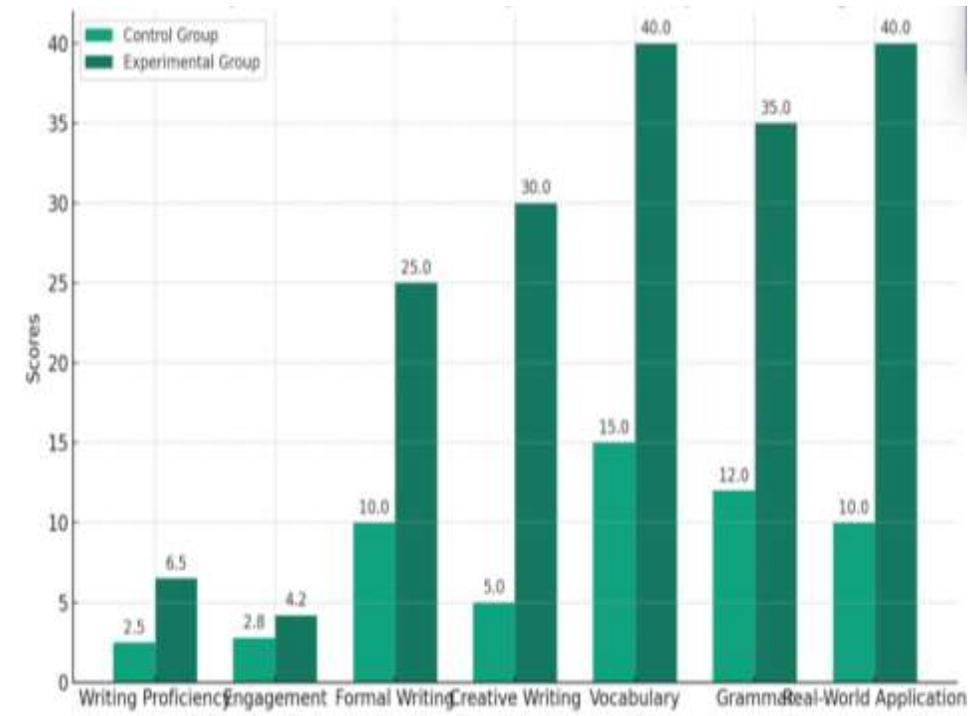
Several interviewees reported that the interactive nature of ChatGPT and the image-rich content of TikTok motivated them and engaged them more actively in language learning, and that they made learning more enjoyable and less intimidating, with ChatGPT providing more depth in explanations and the capacity to explore complex linguistic concepts, and TikTok providing more variety in learning styles for both analytical and visual learners. TikTok was particularly useful for learning how to use English in informal settings and situations, a type of language that is rarely discussed in a formal classroom setting, according to a significant number of participants. In contrast to TikTok, ChatGPT was often mentioned as a resource for developing formal language proficiency.

Participants reported that their academic language proficiency increased because they were able to use ChatGPT to improve their structure, vocabulary, and grammar. As per interviews, students liked the fact that TikTok exposed them to diverse cultures and perspectives from all over the world, and they believed that it helped them better understand English in different cultural settings. Many respondents noted that they use ChatGPT and TikTok as supplementary tools in addition to traditional teaching methods, and while they highlighted the benefits of these digital platforms, they also highlighted the limitations and recognized the importance of having a holistic approach that includes traditional teaching methods. Many participants expressed appreciation for the personalized learning opportunities offered by these platforms and the ability to choose material that aligns with their interests and learning goals and learn at their own pace. While they pointed out the benefits, they also identified challenges: some users mentioned the issue of

information overload and the difficulty of finding reliable, high-quality content on TikTok, and others raised concerns about ChatGPT's lack of cultural and emotional sensitivity in AI-generated responses. Some respondents also expressed concerns about technological access, citing the possible existence of a digital divide in language learning opportunities because not all students have equal access to digital devices and internet reliability. These additional findings provided a more comprehensive view of TikTok and ChatGPT in EFL learning, highlighting their benefits and limitations, and their potential as useful adjuncts to traditional language teaching techniques.

The control group (which did not use TikTok or ChatGPT learning in the classroom but continued with traditional EFL teaching methods) did worse in terms of overall composition improvement. This finding suggests that traditional teaching methods keep students at a certain level, but they may not be as effective at pushing the development of dramatic writing skills. Over the course of the study, the motivation and engagement levels of the control group stayed largely unchanged. The control group's students showed no greater interest or zeal for writing assignments than their experimental group counterparts, who had been exposed to interactive and innovative teaching techniques. The discovery thus suggests that digital tools may encourage student participation, something that was not entirely captured by traditional methods. The control group maintained a consistent score on official writing assessments. Even though their results were consistent, they weren't much better than they had been. One possible explanation for this could be that traditional EFL techniques for improving students' fluency are good for preserving what they already have but might not be as successful

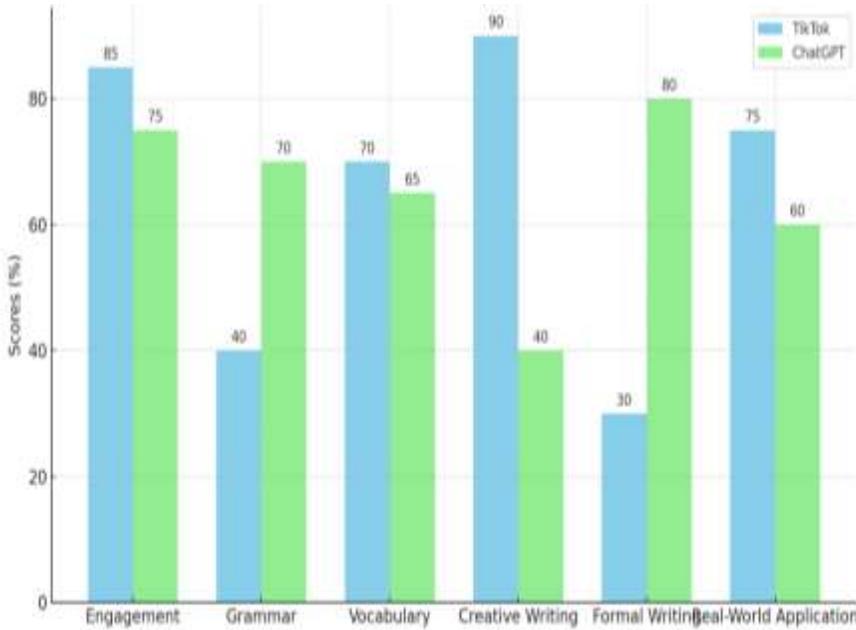
at advancing them to higher levels of proficiency in a short amount of time.



**Figure 2. Comparative Performance of Control and Experimental Groups**

The control group also lacked experience with various writing styles, particularly forms like informal or creative writing. Because TikTok and other platforms were more dynamic than traditional lecture halls or classrooms, where the standard curriculums focused on formal structures that limit students' exploration and development of different writing styles, the experimental group had access to these resources. It's interesting to note that students in the control group tended to favor conventional study techniques. This might have been caused in part by their lack of familiarity with the experimental group, which had access to a variety of more engaging educational

resources. Additionally, it suggests how exposure and familiarity influence learning styles. Even though the control group participants' vocabulary and grammar improved somewhat, these improvements were not as noticeable as those observed in the experimental group. These findings might indicate that although traditional approaches are effective in teaching foundational language skills, they lack the interactive features that are inherent in computer-based digital applications. The control group was found to have a notable shortcoming in actual application. This suggests that learners may not be sufficiently prepared for language use in everyday situations by traditional classroom instruction alone, without the addition of engaging and useful digital elements. The control group's instruction continued to be primarily teacher-centered, with limited opportunities for autonomous and self-directed learning that come with digital platforms. This is not the same as the learner-centered model that our experimental group saw. For this reason, student-led learning activities might be useful in language instruction. FIGURE 3. Content Creation Performance: TikTok vs. ChatGPT



**Figure 3. Performance Improvement by Writing Skill**

TikTok and ChatGPT's respective effects on various aspects of learning English as a foreign language (EFL) are contrasted in the example chart above. Several intriguing patterns and variations in efficacy are found in the analysis. Compared to ChatGPT, TikTok has a much bigger influence on raising student engagement. Perhaps the interactive, visually stimulating content on TikTok is better at retaining students' interest and attention while they are learning. In terms of enhancing grammar proficiency, ChatGPT is leading the way. Compared to many other textbooks, it has far better language processing skills because of its more methodical and grammatically focused approach. It is a useful tool for students who want to improve their grammar. TikTok and ChatGPT both appear to have some impact on vocabulary growth, though TikTok may be a little more effective. Its extensive and diverse content most likely exposes students to a wider range of vocabulary in various

contexts, improving their word learning. The only area with a noticeable gap is creative writing. Hence, TikTok outperforms ChatGPT, most likely as a result. This setting is perfect for allowing students to experiment with language and express themselves more freely, which is crucial for creative writing. The development of formal writing skills, on the other hand, is more successfully accomplished by ChatGPT. Its language modeling and AI-based feedback are more academically oriented and conducive to the development of formal writing abilities. But when it comes to using language skills in real-world contexts, TikTok wins out once more. Students are able to better integrate their EFL skills into daily life thanks to its platform's more realistic and useful environment. However, ChatGPT also has an impact, albeit a little less so than TikTok.

## **8. Discussion**

The findings clearly corroborate the more general claim made in the literature that digital tools significantly improve language learning environments. Similar to Razak et al. In contrast to Altae (2020) and (2018), who highlighted the potential of ICT in EFL settings, this study highlights how TikTok and ChatGPT enhance English writing abilities in a way that is distinct from other online resources. The favorable results matched the discussion of digital transformation in education by top researchers (Mahdi, 2022; Pikri). 2019), where engaging, personalized, and interactive learning opportunities are offered by digital platforms.

Martinez and Gomez (3) and Singh and Chen (2021), who examined the benefits of social media platforms like Instagram and TikTok for language learning, concur that TikTok not only encourages creativity but also improves informal writing abilities. As stated by Harabagiu et al. LSPs are considered

powerful media tools in contemporary speech communities education, which can be based—at least in part—on social networks like Facebook or Twitter. In 2014, the use of visual and interactive content on this platform not only boosts learners' motivation but also provides a language context that is sufficiently rich. ChatGPT's demonstrated proficiency in formal writing and grammatical literacy supports the findings of Gayed et al. (2022) and Xu and Margevica-Grinberga (2021), these tools' ability to emulate communicational interaction and provide instantaneous, structured feedback offers a practical means of improving formal writing skills that demonstrate language learning needs that AI can address.

Similar to the above issues, Patel and Smith (2019) previously raised about digital distractions and the depths of language interaction, the study's findings—information overload on TikTok and a lack of emotional nuance in ChatGPT interactions—refer to these issues. All of these issues highlight the need for digital tools to be viewed as supplements to classroom-based teaching methods rather than as a complete substitute, as they should support a variety of language learning domains. The findings of this study review have educational implications that bolster the supporting evidence for the use of digital tools in education from earlier research. E. An EFL curriculum intended for low-level students might benefit from the use of TikTok and ChatGPT (Pikri, 2022; Altae et al. in 2015. However, it also emphasizes how important it is to create content and mentor students in order to preserve the educational value of education and shield them from potential risks associated with digital technology use.

## 9. Conclusion

The study assesses English's current level of dominance in Iraq and provides evidence for its rise to the top of the language hierarchy. The study presents a novel approach to language learning that is pertinent to the standards (requirements) of the modern era by utilizing modern tools like TikTok and ChatGPT. Students can use their creative writing abilities when they use TikTok. People learn to deal with real-world situations rather than in a classroom because language acquisition necessitates real-life examples. Conversely, ChatGPT guarantees the removal of grammatical errors and improves writing abilities. However, ChatGPT can help students improve their vocabulary and their ability to form sentences in English for academic purposes. Thanks to these digital tools, students are now more engaged learners. This was one of the most important aspects that the research inquiry highlighted. It provides quick feedback and customized instruction, resulting in high student engagement through its interactive features. It is also important to keep in mind any educational and cultural backgrounds that may need to be taken into consideration when using these tools. If not used appropriately, digital tools may not provide the necessary support to address every student's background and their unique needs. This integration provides an interesting and deeper learning experience for students in a self-directed way that goes beyond what can be offered in a traditional classroom. These implications demonstrate the importance of such collaboration to ensure that the integration of digital technology innovations into language instruction actually results in increased productivity and adaptation to changing needs. This study laid the groundwork for future research on the use of technological tools for English language instruction in Iraq. Focusing on these issues will enable

researchers to adapt and expand upon their knowledge regarding the application of digital platforms. Longitudinal studies should be conducted to determine the extent to which platforms such as TikTok and ChatGPT are employed in EFL learning.

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