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**English Language Education on the Move:  
Exploring Gen Z Students' Perspectives on TikTok as a  
Learning Tool and the Pedagogical Approaches of Content  
Creators**

*A Dissertation Submitted in Partial Fulfillment of the Requirement for a  
Master's Degree in Didactics and Applied Languages*

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## **Dedications**

I dedicate this dissertation to my beloved family.

A special feeling of gratitude to my loving parents whose words of encouragement  
and push for tenacity rings in my ears.

My mother the source of my power everything I am, and all I hope to be, carries the  
mark of your heart.

My father, your strength has been my shelter, your wisdom, my guide.

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may God preserve our friendship

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## **Abstract**

In recent years, TikTok is no longer associated with entertainment only, it is now addressing interesting topics and directed towards important fields, such as education. Several studies have focused on this subject to show the effectiveness of TikTok in education. They have used various contexts and research methods. However, few studies focused on the Algerian setting. This is why this current study investigates the perspectives of EFL Gen Z students about the use of TikTok as a learning tool and the process of content creation. The platform became a teaching tool where many content creators are producing and publishing content, especially aspects of the English language. This study explores how TikTok content creators are presenting their teaching educational content on the platform. In order to answer the research questions, a mixed method study was conducted to collect data. The instruments of data collection are an online questionnaire that consists of both open and closed-ended questions delivered to Master one and two students from “Didactics and Applied Languages” and “Literature and Civilization” specialities at the University of Ain Temouchent - Belhadj Bouchaib, Algeria. The second data collection method is transcription of the selected TikTok videos. The data were examined using descriptive statistical analysis, thematic analysis and discourse analysis. The findings show the EFL learners have positive feedback about the concept of TikTok English language educational videos, but they were skeptical about being future content creators still using GTM and teacher-based approaches with full absence of creative teaching approaches, such as flipped classroom or project based learning. Creators often employ code switching and use engaging hooks at the beginning of their videos to capture attention. While students appreciate TikTok as an innovative learning tool, they continue to consider the classroom as an important and irreplaceable learning space. These findings show the importance of classroom teaching but do not discard the effectiveness of TikTok as a learning tool in supporting EFL education in Algeria.

**Keywords:** Educational content creation, TikTok, aspects of English language, EFL learners, classroom

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## **List of Acronyms and Abbreviations**

<b>App</b>	Application
<b>EFL</b>	English as Foreign Language
<b>FSLSM</b>	Felder-Silverman Learning Style Model
<b>LMD</b>	Licence/Master/Doctorate
<b>Gen Z</b>	Generation Z
<b>GTM</b>	Grammar Translation Method
<b>PBL</b>	Project-based Learning
<b>UGC</b>	User-generated Content
<b>VBL</b>	Video-based Learning

# **CHAPTER ONE**

## **Introduction**

## 1.1 Introduction

*“TikTok has been a pop culture phenomenon which has garnered one million active users per month worldwide” - Doyle (2023).*

Social media has turned into an important element in peoples' lives, including students. Social networking sites have witnessed an unprecedented rise among users of this platform, especially during the quarantine period, which marks a great revolution in the educational systems. Social media platforms like Facebook, Twitter, known as X, TikTok, and others are highly used among nowadays' generations. Covid-19 pandemic has affected educational systems globally. In order to prevent this sensitive period, governments and institutions have various policy initiatives to keep teaching Activities. These new policies opened the door for new and adaptive teaching methods, such as distance learning (Ali, 2020). Nevertheless, the shift toward e-learning has also presented several difficulties. One of the biggest hurdles is disparities in technology and internet access especially in low-income countries. Not all the students can participate in online courses due to their budget situation. While online learning offers flexibility and accessibility, it can miss the power of classroom-based learning. In traditional settings, students take advantage of social interaction, face-to-face connection and collaborative learning. This fosters communication and a sense of belonging. In contrast, online learning offers students an isolated pace which misses the power of social interaction and increases the feelings of isolation from their classmates and instructors . This can ultimately decrease their motivation to learn and impact their learning academic achievements (Thomari et al., 2022). However, Griffin (n.d) stated that TikTok, as a social media platform, enables users to create, share and watch videos. TikTok originated in China when the technology company was first introduced as Douyin in 2016. The platform became globally used, revolutionizing the way the world consumes and creates digital content. TikTok has been spread between generations because of its powerful algorithms. The app shares content

that matches with the user's preferences. TikTok gained popularity, especially in the period of lockdown where people felt isolated from the outside world, so the app was the best tool for watching funny videos and entertaining. At the beginning, TikTok videos were about one minute long, which makes it easy to share and watch. Later on, the app enabled its users to create longer videos about 10 to 15 minutes in 2023. TikTok is a social media platform that is associated with content creation. It gains a significant popularity among Gen Z because of its unique algorithm and features that it provides to its users. TikTok, a social media application is not limited to entertaining purposes only in which a large number of content creators start publishing reliable and beneficial content, such as English educational content creation. Content creators use the platform to create short videos that educate others on a wide range of topics. This content can be informative, interesting and even fun to watch. TikTok provides its users with functions and creative elements that help them in sharing information. One of the ways in which TikTok represents a potential for learning is its accessibility to distill vast amounts of information into easily digestible chunks. English is a global language in which there is a huge demand for its speakers. This attracted the attention of TikTok content creators to start producing and sharing tips and short videos about English language learning, such as vocabulary, pronunciation and writing through captivating and engaging videos.

## **1.2 Importance of The Study**

First, this study is important because it investigates how English language education is changing. The primary setting for English language education is the classroom, however, with the rise of technological inventions, the setting is moving to virtual platforms, such as TikTok. A lot of previous studies have been done in order to investigate the effectiveness of introducing new methods of learning, such as blended-learning and learning through social media. These new methods of learning brought a lot of changes and creativity into the field since it was introduced in the period of Covid-19. Social media platforms, especially TikTok,

have significantly impacted how English language learning is perceived and practiced. The shift from traditional classroom teaching to digital content creation reflects broader changes in educational paradigms.

Second, the importance of this study delves into investigating students' perspectives about watching TikTok English educational videos to enhance language proficiency. Social media platforms, such as YouTube, Facebook and TikTok have influenced the way of learning . Each platform is characterized with special algorithms that are different from the other one. For example, TikTok has revolutionized language learning by introducing innovative and engaging learning methods. The use of social media in education is believed to increase students' knowledge as it facilitates a knowledge- sharing environment (Mäntymäki & Riemer, 2016).

Third, this investigation is also important because it investigates how content creators are presenting their educational content on TikTok and why EFL learners are attracted to these types of content. The use of short form videos, fun and comedy is attracting the attention of learners to watch educational content on the platform.

### **1.3 Research Questions and Hypotheses**

The current study attempts to explore how learning moves from classroom settings towards platforms and screens. This research has two main research questions:

1. What are English language students' perspectives on using TikTok as a tool for learning aspects of the English language ?
2. How do TikTok content creators present aspects of the English language to their viewers?.

In order to answer this question, the following hypotheses are addressed:

- A. EFL learners have positive feedback about using TikTok as a learning media Tool.

**B.** In the concept of educational content creation on TikTok, creators present their content using humor and translation.

#### **1.4 Aims of This Study**

This study has two main purposes. The first purpose is to investigate the opinions of EFL learners, since they have a background in English education and belong to Generation Z, about the phenomenon of English language content creation on TikTok. The second purpose is investigating how content creators on TikTok are presenting their content about aspects of the English language, such as pronunciation, vocabulary and grammar.

#### **1.5 Orientation to previous Research and Originality**

This study investigates how TikTok is being used for educational purposes. Especially, to teach and learn English in the Algerian setting. There is little to no research about the shift of English language education from traditional settings to virtual settings and its role in the lives of Gen Z students, especially that they are future English language graduates. It also contributes to our knowledge of how content creators are presenting English language aspects to the viewers on TikTok.

This section aims to explore and investigate previous research studies on how TikTok is used as a tool for learning, mainly learning the English language. It introduces several previous studies to provide background information and highlight the originality of this research paper. The researchers aim to examine four previous studies on TikTok which is used for educational purposes and to investigate how this social media platform becomes a tool for creating and sharing educational content related to teaching aspects of the English language.

TikTok is a social media application that was created for entertainment, creating and sharing content to spread its function to be a learning platform where teachers and educators are

sharing meaningful content about English language, vocabulary acquisition, grammar rules, writing and speaking. Under the title of “The Effectiveness of Using TikTok in Teaching and Learning”, a study has been conducted in the university of Malaysia to explore the effectiveness of using TikTok in teaching and learning from primary to higher education. Chemistry and other subjects like learning dance skills and sports through TikTok have a popularity on the platforms.

Due to the lack of resources, seven research articles were identified as relevant to this review through predetermined criteria to find out that TikTok is a suitable medium for teaching expressive courses with creative content such as movement and music. Similarly, Niyomsuk and Polien (2022) admitted that integrating TikTok in teaching Thai traditional dancing art improved grade 7 students' learning performance. TikTok is also found to be a useful tool for learning languages. For instance, Adnan, Ramli and Ismail (2021) highlighted that TikTok could be used as a comprehensive tool for improving English as a second language for students' listening skill. Furthermore, Tiktok was used as a teaching method in the second semester cure sequence at Binghamton university.

Another study has been undertaken about TikTok aims to investigate how students feel about TikTok which can be utilized as a learning tool for English (Dominguez, 2023). This research used a qualitative research method to determine students' view on learning English via TikTok, under the use of written conversations and interview data. The sample was conducted with Generation Z. This generation was born between 1996 and 2012 most of whom have smartphones with the TikTok app. Based on the findings, it can be seen that the majority of participants who were students majoring in first semester English education at university, thought that TikTok made their English learning easier. According to previous research conducted by Bahri et al. (2022), TikTok facilitates understanding English content quickly and simply.

TikTok has many benefits for English learners, Putri (2024) states that this application enhances students' speaking abilities. The incorporation of TikTok into the learning process inspired and motivated students to engage in oral communication. Revesencio et al. (2022) state that TikTok helps students to discover and comprehend new English vocabulary. However, there were instances in which the videos confused the grammar usage of users. Muslimah states that the TikTok videos have succeeded in enriching the students' pronunciation. The students emphasized that their English pronunciation skills improved as a result of extensive exposure to English pronunciation through videos.

Adam et al. (2021) claims that TikTok is an effective new and easy tool to learn English. This research finds that TikTok provides advantages for both educational and non-educational objectives, and helps students acquire knowledge about foreign subjects and diverse cultures. This research is focusing on the Algerian setting which is known for underrepresentation in research in the area of the effectiveness of TikTok as a learning tool, especially for the English language. This context is also known for lack of employment, so investigating this topic will provide an idea about content creation, especially that it could be used as a source for employment for future English language graduates.

## **1.7 Thesis Structure**

This research is about the perspectives of EFL students toward the learning aspect of the English language on TikTok. It contains five chapters. It starts first with an introductory chapter that highlights the importance of the study, the research questions and hypotheses, and objectives.

The second chapter focuses on the literature review where relevant definitions, concepts, relationships and perspectives are elaborated, related to language learning through social media platforms, such as TikTok and how it enhances learning vocabulary, developing

pronunciation and ameliorating writing. The study's methodology is covered in the third chapter. It describes the research design, including participants' selection, data collection methods, and data analysis techniques. The fourth chapter is designed to present the findings of the research. It encompasses the examination of data gathered from the study participants such as their opinion about creating and sharing educational content on TikTok, the perceived benefits and differences between learning in the classroom and learning through TikTok. The fifth and final chapter is the conclusion which summarizes the study's main findings, explores their implications for language teaching and learning and recommends areas for future research.

## **1.8 Conclusion**

In conclusion, chapter one gives a detailed overview of the research topic, emphasizing the importance of examining the perspectives of EFL learners on learning aspects of the English language on TikTok. The chapter explained the study's research questions, hypotheses, objectives and contributions, setting the stage for further exploration. Additionally, it provides an orientation to previous research on using TikTok as a learning tool. Overall, this chapter establishes the framework for the succeeding chapters, providing a clear path for the study's growth while also adding to a greater understanding of language learning processes.

## **CHAPTER TWO**

### **Literature Review**

## 2.1 Introduction

This chapter explores the key elements of TikTok and content creation in the context of English language learning as a foreign language (EFL). It seeks to elaborate on definitions and how TikTok is important in enhancing language production and usefulness at the level of pronunciation and vocabulary among students of English as a foreign language. By delving into this research this chapter aspires to give a complete picture of how these tools facilitate language learning.

## 2.2 EFL in Algeria

This section introduces the status of the English language in Algeria. This context is important to understand how this foreign language is perceived in the broader context of research, Algeria, and in universities as a speciality. In Algeria, English is emerging as a significant language, taking the place of the second foreign language after French. Its growing importance reflects a broader shift in the country's linguistic landscape. Mami (2013, p. 912) mentions that : “as a matter of fact, English has been defined as second foreign language at the beginning of the 1990s and as first foreign language after the 2000 reform to gain the status of the language of science and technology used in lifelong learning in recent years”.

Unlike French, which has deep-rooted historical and cultural impacts on Algerians, English is carving out its own path. With the weight of colonial legacy, English is being embraced for its global significance and the doors it opens to new opportunities (Benrabah, 2013, p. 186). English gained significant traction in Algeria in the early 2000s, thanks to the diplomatic and strong relationship the US had with Algeria after president Bouteflika's 1999 election. This led to increased opportunities for Algerian students with scholarships from both the British and US government.

Today, English is popular among people from all ages due to its importance and various aspects of life. English plays a significant role in Algerian education being taught in schools and universities nationwide. However, despite its importance in the classroom, English did not quite have the same presence in everyday Algerian social life (Slimani, 2016, p. 34).

Algeria has undertaken a new road in the academic year 2022/2023 when it integrated English as a second foreign language in the third year primary school instead of the first year middle school. Algeria is a diverse country famous for its rich and complex sociolinguistic situation-ship this is mainly due to various historical periods the country went through. Algeria has got in contact with several civilizations, cultures and languages which explains “The complexity and diversity in the Algerian network” (Bessaid, 2011, p. 153).

Bouhadiba (2010, p. 44) states that “... French...takes the status of a major language, but ... has just recently had a new competitor: English”. In other words, English is a global language. It is the world’s most widely spoken language. Natives and non-native use English and others tend to learn it because there is a high demand of English speakers. “Teaching a foreign language as a part of an unbalanced equation that bounces French and English as enemy languages” (Bessaid, 2011, p. 154). This is all to explain the complexity of the linguistic landscape in Algeria. That is why learning this foreign language might be challenging for some, which leads to integrating creative tools of teaching and learning, such as the use of TikTok videos to learn some aspects of this foreign language.

### **2.3 Definition of Classroom Teaching**

This section will define classroom teaching. It will also highlight the different approaches and strategies of TikTok incorporation in learning EFL. This study is based on the shift and move from traditional settings to online settings. Providing a literature review about the traditional methods and approaches is important to know the approaches that have been used in the

former setting and to investigate whether they are still being used online or if the content creators are adopting new teaching approaches and strategies.

Classroom teaching is a complex, multilayered, and social experience. Many things happen at the same time (Shuell, 2001). According to Salvin (2018), classroom teaching is a process that facilitates the student's learning journey through instructions promoted by the teacher, engagement and assessment that help to make the learning process clear. It encourages the learners to interact that leads to promoting content with a certain goal that fosters critical thinking and knowledge acquisition (Borich, 2017). It is the basic form of school education that plays a vital role in the learning process to enhance teaching quality. Educators must go beyond simply delivering theoretical knowledge within a limited timeframe. They should also prioritize fostering students' abstract thinking and logical reasoning skills.

## **2.4 Approaches of Classroom Teaching**

This study investigates learning in teacher-centered and learner-centered instructional classrooms. Classroom teaching includes a wide range of approaches, each shaped by educational theories, teaching goals, and students' needs. Hamid (2024) noted that the classroom is a dynamic environment that brings students together from different backgrounds, and being an effective teacher requires the implementation of creative teaching strategies to meet students' individual needs. This section will briefly introduce the main approaches of classroom teaching. The purpose of this section is to present the approaches and check, in the analysis phase, whether they are included on TikTok videos.

### **2.4.1 Teacher-centered Approach**

In the teacher-centered approach, the teacher is the main source that delivers knowledge and emphasizes lectures, note-taking, and even rote memorization. In this approach, the teacher is

concerned with planning and implementing knowledge in the classroom. The role of the teacher is vital in the classroom because of controlling the whole environment, such as lesson planning and decision-making. Being involved in every phase and part of the learning process of their students will lead to a solid and flexible interaction from designing specific goals to achieving and delivering materials, content, and methods of teaching (Ornstein and Hunkins, 2017). In a student-centered approach, the focus is on the students' needs, interests, and learning styles where learners are involved in their learning journey.

The concept of learner-centered is defined as a "teaching and learning process which supports the concepts of a learner as an active participant" ( Mccombs and Whisler, 1997 ). As Hamidi (2015) stated, students have choices and control over their learning, and in this approach the teacher plays the role of facilitator of the learning process by providing activities and tasks to work on. Weimer and Callen (2002) noted that in order to maintain and focus on an effective learning process, it has to highlight some points, such as balancing the power inside the classroom, focusing on the learner's needs that lead to the targeted knowledge.

Focusing on these points, where the learning environment emphasises on collaboration and inquiry, students take the ownership of their learning process and it will be easier for the teacher. The constructivist approach is seen as an active, constructive process where learners build new knowledge upon the foundation of previous learning that sheds light and emphasis on hands-on working real-world problem-solving. Fosnot (2013) states that constructivism is fundamentally non-positivist and as such it stands on completely new ground, it is understood as constructions of active learner reorganization.

### **2.4.2 Student-centered Approach**

In this approach, the focus is on the students' needs, interests, and learning styles. In the student-centered approach, the students are involved in their learning journey. According to the concept, learner-centered is defined as a teaching and learning process that supports the concepts of a learner as an active participant (Mccombs and Whisler, 1997). Hamidi (2015) stated that students have choices and control over their learning. At this position, the teacher plays a role of facilitator of the learning process by providing activities and tasks to work on.

### **2.4.3 Inquiry-based learning**

According to Kesselman (2003), inquiry-based learning is an educational strategy in which students follow methods and practices. It can also be defined as a new way of discovering the knowledge process with the learner formulating a hypothesis and testing by conducting experiments (Maeoto, 2012). It is viewed as an approach to solving problems where students learn by asking questions, investigating problems, and developing situations (Pedaste and Sarapuu, 2012). Inquiry-based learning emphasizes active engagement and learners having responsibility for their knowledge.

### **2.4.4 Collaborative Learning**

Vygotsky (1978) noted that in the teaching and learning processes, interaction between students and teachers facilitates the students to improve and advance their development. Collaborative learning emphasizes group work, where students collaborate on tasks and projects to achieve a common goal. According to Dillenbourg (1999), the words "collaborative learning" describe a situation in which particular forms of interaction among people are expected to occur, it takes the form of instruction to the subject "you have to work together" either between the peers or between and the teacher. This highlights the key points

of how collaborative learning works to the students' benefits and needs that have the potential to share goals, solve problems, and have a constructive dialogue.

The characteristics of collaborative learning as Vygotsky (1978) stated, differ from the traditional language teaching approach. First, in its goal structure Jonson and Johnson (1979), stated that there are three different categories of students: collaborative, competitive, and individualistic. Collaborative goal structure a student can achieve their goals when their peers are also achieving depending on their capacity. Whereas in the competitive learners structure, the learner is not allowed to achieve goals, the individual learner achieves while others do not. The second difference between collaborative learning and the traditional one depends on the student's participation, because the traditional one focuses on teacher-centered learning rather than student-centered learning. To conclude, collaborative learning is an approach that focuses on sharing knowledge and working together with students to achieve goals in their knowledge process.

### 2.4.5 Flipped Classroom

The flipped classroom is an active student-centered approach. According to Bishop and Verleger (2013), the flipped classroom is a new pedagogical method that employs video lectures and practice problems as homework and active-group-based problem-solving in the classroom. Mull (2012) defines it as a model in which students have the possibility and capability to prepare the lesson by watching videos, reading, and even listening to podcasts. Milman (2012), declares that it is a method of transferring knowledge to learners through videos as well as by discussions. The flipped classroom approach has four different elements, and for teachers to achieve this approach, they have to consider these four elements (Ozdamli and Asiksoky, 2016):

**"F"lexible** environment: it supplies time and place flexibility for learning.

**"L"earning** culture: emphasizes the transition from the traditional way from a teacher-centered approach to a student-centered approach.

**"I"nternational** content: students of flipped classrooms think and consider how education is used to provide fluency and also how they can develop their understanding.

**"P"rofessional** educator: the scale of responsibility provided by the students of the flipped classroom is more because they constantly observe and control their studies by giving feedback.

To conclude, the flipped classroom approach gives priority where all students are engaged in their learning and the teacher becomes the "guide on the side" and not "the stage on the stage" as described by Baker (2000). The knowledge can be introduced through videos and podcasts to listen and prepare their own lessons and be an active element in their learning journey.

#### **2.4.6 Project-based learning**

Project-based learning (PBL) is a model that organizes learning around projects that focus on students' design of problem-solving and decision-making, allowing students to work relatively (John and Thomas, 2000). This approach focuses on questions and problems that give the students the ability to encounter the concepts and principles of this discipline (John and Thomas, 2002). PBL is a student-driven, teacher-facilitated approach to learning where the learners follow their knowledge by asking questions and work to have the answers from a natural curiosity under the teacher's supervision. The student's choice is a key element.

Project-based learning is an approach that creates independent thinkers and learners to solve real-world problems by preparing their learning interests and organizing their research (Bell, 2010). There are four stages to implementing project-based learning, as proposed by Simpson (2001). First, starting the project focuses on selecting the topic that attracts their attention and

has their interest with the guidance of the teacher by asking questions to encourage them to work on their development.

Second, developing the project. In this step, all students are invited to work together by sharing references and searching about the topic. Then, reporting the class, the step focuses on presenting the topic and receiving feedback where all the students are needed to be active listeners. Moreover, assessing the project. In this final stage, students present their work orally and interact with the other learners by answering questions and explaining.

To conclude, PBL is an approach that conducts students in their learning journey by creating and investigating through projects and research that fulfill their curiosity and questions related to their knowledge by having solutions and answers where students drive their own learning through inquiry Bell (2010).

## **2.5 Key Components of Classroom Teaching**

This section will deal with the key components of classroom teaching that make the learning process effective and efficient. According to Hattie (2009), building a positive relationship between teacher and student has a positive impact on the engagement and motivation to a trust and comfortable environment that creates a conducive learning journey. This summarizes what the relationship between both teacher and student needs for a successful journey of learning.

### **2.5.1 Classroom Management**

Classroom management has been a primary concern of teaching ever since there have been teachers in classrooms. The effective teacher performs many functions that can be organized into these roles (Roorda and Korn, 2011): First, make wise choices of effective methods and strategies to learn. Second, preparing and designing a clear program or curriculum to facilitate

students' learning. According to Marzano (2003), four key components lead to effective classroom management: First, the point that controls and enables the teacher to have a classroom that has all the details to teach from rules to procedures, in addition to the discipline provided by the teacher.

Marzano (2003) discusses a point that builds balance between all the elements in the classroom to have an integrated way of interaction which is: Working on the responsibility side of the students to be more aware and ready to direct their behaviors. Therefore, the learning process needs a systematic method to control and evaluate students through their teachers to experience if it is effective and influential in a positive way through assessment and feedback (Black and William, 1998) .

Richards and Schimdt (2010) defined feedback as comments that students receive concerning their success on learning tasks. According to Brown (2013), classroom assessment can be taken critically by teachers to show the effectiveness of language learning and teaching involved.

## **2.6 Challenges of Classroom Teaching**

This section delves into the different challenges faced in the classroom among different aspects of the learners. It also sheds light on the other side of the teacher. Classroom teaching remains a cornerstone of formal education, but it may face many difficulties and obstacles due to several factors. Knowing that effective classroom management remains one of the most difficult skills for new teachers to master by determining the success or failure of their careers (Marzano, 2003).

Several challenges are faced by teachers and students, including classroom management that goes beyond enforcing rules or routines. It starts with building a good relationship between

students and teachers that consists of a strong and respectful bond. This relationship creates a positive classroom environment as Marzano (2003) mentioned. This point summarizes several challenges faced in the classroom, such as handling students' misbehaviors, distractions, and maintaining discipline.

Many things have changed. Classrooms now consist of different people in terms of background, and diversity, and educators are familiar with differentiated instruction. Having different learning styles made the classroom teaching face different student behaviors. Culture, gender, and mode of learning are some of the challenges as well.

This part will shed light on students' motivation and engagement which plays an important role in the learning process and as Ryan (2001) stated motivation is not just a single concept, it concerns energy, direct persistence, and equifinality and it has been a central and potential issue in the field of psychology.

## **2.7 Online Learning**

This section delves into the meaning of online learning, its benefits, and some challenges that encounter its users. According to Huyem (2024), online learning refers also to E-learning. It is a new approach to learning which is different from traditional approaches. E-learning allows students to use internet and technological devices such as Zoom, Google Classroom, Microsoft team, or learning management systems to receive lectures and material for studying via mobile devices. This method brings a lot of changes to the field of education.

E-learning provides flexibility to the learners in which they can engage with online lectures anywhere, as long as they have access to the internet. Another feature is that the students can choose study time that aligns with their personal schedule. The online learning process can be less costly, especially for those who live far from educational institutions and universities.

This can be the adequate choice for them to learn. Platforms such as coursera, edx, and udemy provide a wide range of educational content quality.

Online learning educates learners to be self-responsible for their studies and to be self-disciplined and developing time management skills. Management and planning is a good skill that online learning boosts learners to maintain. What is special about e-learning is that it promotes equal opportunities for all people, despite the factors of age, profession, or educational background any one can seize the chance to attend suitable courses that fits their needs. What stands as barriers to online learning is lack of direct interaction between instructors and students. It requires students to have strong self-discipline and high motivation, high demand on technology, and internet connection.

### **2.8 Online Learning Methods**

This section delves into the different methods of online learning. It starts first by describing what is online learning, its emergence, then it sets distinct types of e-learning. Those types are synchronous and asynchronous online learning style, Adaptive e-learning mode, hybrid e-learning style, interactive online learning method, linear e-learning mode, collaborative online learning style. The Covid-19 spread during the years 2020/2023. It has brought significant changes, specifically in the field of education in which the switch from face to face learning toward online learning was considered the suitable method.

The shift to online learning and the development of new teaching and learning approaches helped the teacher dealing with the pandemic situation. Many scholars have developed new online teaching methods and Super Teacher are among them in which they have listed seven main types of e-learning and they are classified in the following section.

### 2.8.1 Synchronous Online Learning Style

A synchronous learning is a landscape where teacher and students meet together on a specific online platform to share and perceive knowledge. Synchronous learning brings advantages to the learning process as stated by Skylar (2009, p. 71): “Advantages of using synchronous learning environments include real time sharing of knowledge and learning and immediate access to the instruction to ask questions and receive answers. However, this type of environment requires a set date and time for meeting, and this contradicts the promise of “anytime, anywhere” learning that online courses have traditionally promoted.”

Synchronous learning cancels all the geographical distance and bridges the gap between teachers and learners. Online learning facilitates learning in which a student from his comfortable seat and relaxed atmosphere can be engaged with learning platforms. According to Perveen (2016, p. 23) “lessons can be recorded and added to an e-library. Using the archived e-library, students can access and reply to teachers’ lectures as many times as necessary to master the material”.

### 2.8.2 Asynchronous Online Learning Style

According to perveen (2016, p. 22), “Asynchronous environments provide students with readily available material in the form of audio/video lectures, handouts, articles and power point presentation. This material is accessible anytime, anywhere.” Marshall (2020, p. 1) mentioned that “The asynchronous tasks they complete draw on the tools available through the internet, and teacher feedback can also be pre-loaded into videos so students receive real-time information about their responses to questions asked about the lesson.

Applications such as PlayPosit, or Edpuzzle, allow teachers to embed questions into self-created or premade videos and conduct formative assessments of student learning outside

of class. The teacher then has access to student responses and can use them to determine the extent and nature of each student's understanding and level of mastery of the material”.

### **2.8.3 Adaptive E-learning Mode**

According to Kolekar (2018), engineering learners are paying more attention toward E-learning systems to enhance learning outside the classroom. Lately, to offer adaptive learning, adoption has also been integrated in the current E-learning system. This system proposes to perceive learner's features and generate the personalized user interface as per their approach of learning. Felder-Silverman Learning Style Model (FSLSM) is a mix of three other models which combines the very best of all these models. FSLSM categorizes the learners into a predetermined (set of) collection of learning style classes. FSLSM had eight types or classes of learners specifically sensing, intuitive, global, sequential, verbal, visual, reflective and active.

According to Hassan (2021), Adaptive e-learning is based on learning styles that increase student engagement significantly. According to research, each student's learning style is unique, and they prefer to use different types of instructional materials and activities. The development of high-quality instructional material and activities that are adapted to a student's learning style will help them participate and be more motivated. In conclusion, learning styles are a good starting point for creating instructional materials based on learning theories.

### **2.8.4 Hybrid-learning Style**

Satyabrata (2024) says that hybrid learning has also been referred to as blended learning. The term characterizes an educational approach that involves both Face to Face classroom teaching and online learning. In a hybrid course, students may attend a few sessions per week

in class and count additional assignments and lectures online, as well as assessments. That is to say hybrid learning is established to integrate the best features of online learning .

### 2.8.5 Interactive Online Learning Method

Interactive learning experiences have proven more effective than passive observation. Live streaming platforms offer a unique opportunity for participatory learning, enabling real-time engagement through text and chat interactions. In contrast with asynchronous video watching, live streaming fosters a sense of community and dynamic interaction among learners (Hammad et al., 2021). The exponential growth of live streaming platforms underscores the demand for more immersive and engaging educational experiences. As research continues to explore the potential of live streaming in education, its applications and benefits are becoming increasingly evident ( Meepung et al., 2021).

### 2.8.6 Linear E-learning Mode

As described by Charter Quest (2024), Linear learning follows a structured and predetermined path. Learners progress through the material in a predefined order, typically starting with basic concepts and gradually moving to more advanced topics. This approach is common in traditional classroom settings and many online courses.

**Fixed Content:** In linear learning, the content is fixed and uniform for all learners. Everyone goes through the same curriculum at the same pace. This can be efficient for ensuring that all students cover essential topics, but it may not accommodate diverse learning styles or individual needs effectively.

**Limited Flexibility:** Linear learning offers limited flexibility. Learners must adhere to the predefined schedule and content sequence, which may not cater to their unique strengths or

weaknesses. This can lead to frustration for those who either struggle with the pace or find the material too easy.

### **2.8.7 Collaborative Online Learning Style**

In Sabin article (2024) it is mentioned that “collaborative learning leverages the power of peer-to-peer education to create a dynamic and engaging learning environment”. By working together, students not only enhance their academic understanding but also develop crucial life skills. As educators continue to recognize the value of collaborative learning, it will play an integral role in shaping the future of education, preparing students for success in an increasingly interconnected world. In short, collaborative learning harnesses the power of group work in education to create dynamic and supportive learning settings. By working together, students deepen their understanding, develop essential life skills, like how to communicate with others, how to solve problems, work in groups, and build strong relations. As education is developing, the value of cooperative learning keeps increasing, therefore it enhances students’ confidence.

Hwangji et al. (2022) mentions that collaborative learning is a student-centered approach, in which it focuses on team-work in order to solve real-world problems or create team projects. This method brings a lot of advantages, like better communication, critical thinking, interpersonal, problem solving, self directed learning and leadership skills. In online learning collaborative learning is particularly valuable, since it fosters a sense of community and reduces feelings of loneliness and engages students with their learning journey.

## 2.9 Social Media and Education

This section aims to discuss how social media can be used in education, highlighting strategies and benefits of incorporating social media platforms to the field of education. The advancement of social media has transformed various aspects of modern life, including education. Social media apps have shaped how students learn, interact and engage with educational content. Social media now has brought new dimensions for educators. They can create collaborative learning experiences, foster online communities and enable sharing knowledge.

The integration of social media into the field of education has opened a new future for enhancing student engagement, improving academic achievement, and increasing accessibility. Sarah (2024) discusses strategies for using social media in education. Creating engaging content, and the use of pictures, records, and videos make learning fun and inclusive. Live streaming classes and events on platforms, like Facebook live and Instagram live offer chances to stream classes, lectures and school events in real-time. This makes education accessible for those who can not be present in person. Schools can stream graduation ceremonies, guest lectures, and even daily lessons. Social media, such as Facebook or WhatsApp groups can facilitate group projects and collaborative learning. This collaborative approach leads to developing team-work and ensures learning out of classrooms.

Parental involvement can easily happen by providing regular updates, announcements and sharing students' achievements on social media, parents keep informed with their child's education. It also fosters a sense of community and support. Promoting school activities and achievements. Schools can share on their official accounts their achievements, participations, events and school activities. This can boost school morale and attract attention from the wider community. Social media platforms are the best medium for sharing this type of content.

Enhancing communication helps people stay in contact with each other. Those mediums, such as slack, Reddit, Quora or school apps will be the best medium for sharing information and sending reminders.

Integrating social media in curriculum can be achieved through assigning task based students to create content or research using social media platforms. For example, a journalism class might have students create a blog or a YouTube Channel to report a school news. This creates an interactive learning environment. They can also be used for alumni engagement. Schools can use social media to communicate with alumni, provide updates about institutions, and create networking opportunities. Facebook groups or pages can be dedicated to alumni for sharing news, organising reunions, and facilitating mentorship programs.

Feedback and surveys through social media can help schools collect feedback from students, parents and teachers through surveys and polls. Social media platforms, like Google forms or Twitter polls can be dedicated for doing so. By adapting these strategies, educational institutions can create inclusive learning settings.

Sarah (2024) has also stated some benefits of integrating social media to education. Social media bridges the gap between students, teachers and parents facilitating communication and sharing updates. Platforms like WhatsApp and Facebook messenger facilitate communication that lead to resolve issues, promote transparency and cultivate a more connected engaged educational community. By incorporating interactive and engaging content on social media, teachers can create immersive and exclusive learning settings that captivate the attention of learners. Platforms, such as TikTok and Instagram can be the best tool for sharing short form videos.

Among the benefits of social media is connecting people from all over the world to stay in touch with each other on a single platform. This can not be possible without the advancement

of technology. Social media enhances collaboration and teamwork among students through group projects, tasks and online discussions that help students develop communication skills. Integrating social media into the field of education enables students to develop digital literacy and communication skills. This strategy not only enhances learning but also prepares students for the demands of the modern job market. Social media instills team spirit between students, parents and teachers. Incorporating social media into the field of education opens new opportunities for the future of teaching and learning process.

### **2.10 Importance of Video-Based Learning**

Technology has become an essential part of the teaching process driving teachers and students towards e-learning applications (Kolekar et al., 2018). Video-based learning (VBL) is a powerful tool for acquiring knowledge and maintaining skills through videos. It is characterized by the use of both visual and auditory cues (Marija et al., 2020). In video-based learning visuals provide an original source of information while the audio component provides additional context and explanation, this function creates a powerful learning experience (Majumdar, 2017).

VBL is an effective and unique learning method that can replace traditional learning approaches (Marija et al., 2020). In traditional classes teachers use written materials that make students passive and feel bored, even the knowledge acquired is short lasting and can not be applied in real life (Chen, 2012). Educational videos shift the focus from teacher-centered that support learners to take ownership of their studies (Guseva and Kauppinen, 2018). Therefore, Masats and Dooly (2011) demonstrate in their research that learning videos brings creativity to the field of education as it boosts learners' motivation and captivates their attention.

As stated by researchers (Marija et al., 2020), videos are increasingly being used in the professional development of teachers. Videos allow a large number of teachers to stay in

touch with each other by analyzing each other's videos. This way they become critical friends and empower each other.

In recent years, online learning and learning through digital screens was a rare method, however, the covid-19 pandemic brought a lot of changes among all stages and specifically in the field of education. Online learning has become the norm that can happen anywhere, anytime, from anyone through the internet (Harting, 2005).

Videos have revolutionized the way learners acquire and retain declarative knowledge by presenting information in an interactive and engaging fashion, leading to more efficient learning. Online learning without videos is like the silent film era of movies. Learners can interact with instructional information whenever and wherever they choose by watching pre-recorded videos at their own pace and convenience. Indeed, videos have become influential tools in online learning with advancement of technology. The revolutionized technology of videos has brought world class courses to our fingertips, increasing maximum accessibility and flexibility.

An analytical study of lecture-videos has demonstrated that repeated video viewing is associated with more advanced levels of cognitive skills and better learning outcomes, and instructional video is more beneficial for low performers (Giannakos, 2015). In combination with other techniques, video has propelled the advancement of online learning, and flipped the traditional classroom. In many situations, in online and blended learning, video making has become essential, yet the true value of a video is how it is utilized in a specific educational setting. For instance, video games offer a creative way of delivering education especially among Gen Z students who are natives to the digital world. Videos can deliver short and concise content in a bite size format and aligns well with the student's short attention span.

### 2.11 TikTok as a Social Media Platform

This section provides a detailed definition of the online platform, TikTok, from its functioning to its use by providing tutorials and many other kinds of videos. This social media platform recorded more than 3 billion downloads worldwide as of 2022 (Dean, 2022). The TikTok application is an application to create and share various short videos in vertical format, which is played by simply scrolling the screen up or down (Helisya and Wiratno, 2022). According to Zaitun (2022), TikTok delivers promising outcomes as a social media platform that can be used as an interactive learning medium to enhance students' learning performance, especially their speaking and writing abilities.

The internal feature of this application is used as a learning tool in many courses. This investigation of how TikTok is used to learn the English language reviews the effectiveness of using TikTok as a pedagogical tool from primary to higher learning institution levels. TikTok is one of the most famous social networking sites, targeted at youngsters who want to share their 3—to 60-second-long videos. TikTok allows users to record videos of themselves fooling around with music or spoken word clips and then edit the footage with various effects.

In 2021, TikTok became one of the world's most popular applications (at least among those under a certain age) (Smith, 2021). Hence, this study aims to discover the usefulness of the TikTok application as an educational tool to teach listening/speaking, reading/writing skills in English. TikTok is a useful tool for learning a language (Hassan and Jafari, 2021). For instance, according to Adnan, Ramli, and Smail (2021), learning English via Tiktok delivers interactive learning and is believed to engage students in tasks that demand them to negotiate meaning and immerse them in realistic and meaningful dialogue. Zhu, and Wrang (2022 ), highlighted that TikTok could be used as a comprehensive tool for learning but there are some pros and cons to consider.

The advantages of using TikTok for English learning include the skill of creatively approaching visual content that is interesting, contemporary, and up-to-date. However, some of the disadvantages of using TikTok to learn English include content quality, varying distractions, addictions, and content not always appropriate for all age groups (Zhu and Wang, 2022). The use of TikTok in English learning can be effective if organized well and used wisely with the help of this app, users can create quick videos that include various features like music, stickers, filters, and other artistic elements. According to Pujuno (2021), social media features can function as tools that support and facilitate the learning process due to TikTok. Many users, especially young people can benefit from the platform's ability to provide structured information and knowledge that is concise and easy to understand through TikTok content. However, classroom teaching refers to a complex and social process of imparting knowledge and facilitating learning within a classroom setting. It involves the interpretation and understanding of classroom activities by both students and teachers (Shuell, 2001).

### **2.12 Characteristics of TikTok**

This section delves into the various approaches of Tiktok that clarify how this Platform contains and offers innovative ones to improve the learning process. TikTok has emerged as a dynamic platform for English language learning, offering innovative approaches to engage learners. Educators are leveraging TikTok's short-form video format to create interactive lessons (Smith, 2022). The platform's focus on visual content and user-generated material fosters a more immersive and accessible learning environment (Brown, 2023).

### 2.12.1 Algorithmic Personalization

TikTok algorithm personalized content delivery is fundamental to its user experience, customizing material to suit personal tastes using advanced machine learning methods. "TikTok's recommendations engine is guided more by interest signals than by who users follow, allowing it to surface content users did not even know they wanted" Reuters (2024). This quote highlights that the TikTok algorithm does not rely heavily on social connection; instead it focuses on "interest signals" behavior of how long you watch or engage with the video this makes the platform effective, especially at discovering and delivering.

"TikTok learns to fast its algorithms within seconds based on how long you watch, pause or rewatch a video, personalizing content with the strike, accuracy" (University of Washington, 2024). TikTok algorithm tracks user behaviors to quickly tailor the content feed. This real-time adaptation allows the platform to deliver highly relevant and engaging videos even with minimal interaction, making the learning or viewing experience feel instantly personalized. As Vambateker et al. (2024) stated "TikTok personalized up to 50% of the for-you feed content based on inferred interests, using even minimal user interaction to refine recommendations". This means that the system rapidly builds a detailed profile of user interests enabling highly customized delivery after only a few engagements.

### 2.12.2 Participatory Culture and User-Generated Content

TikTok exemplifies a dynamic participatory culture and thrives on user-generated content (UGC), enabling a global community to engage in creative expression, cultural exchange, and social interaction.

### **2.12.2.1 Users as Active Creators**

TikTok users are not just consuming content, they are actively creating, remixing, and participating in cultural production. Schellewald (2023) emphasizes that TikTok supports a participatory culture, where users are not passive viewers but co-creators of content. This active role includes making original videos, duetting others, participating in trends, and reshaping cultural narratives. It shows how users contribute to a collective creative ecosystem, reshaping media consumption into an interactive, collaborative process.

### **2.12.2.2 UGC Drives Platform Engagement and Diversity**

User-generated content on TikTok fosters diversity in perspectives and expands the cultural dialogue beyond mainstream narratives. Wagner (2022) highlights how TikTok empowers ordinary users to contribute their unique voices and experiences. Instead of content being controlled by traditional media or influencers alone, TikTok's UGC model allows a wide range of cultural expressions to emerge. This helps decentralize media production and gives visibility to underrepresented communities, fostering richer, more inclusive digital storytelling.

### **2.12.2.3 Participatory Challenges and Trends**

Participatory trends and challenges empower users to co-create meaning and feel part of a larger creative movement. Literat and Kligler (2019) explain how TikTok's design encourages mass participation in viral content. Features like challenges, hashtags, and remixes let users contribute their versions of popular formats. This Creates a shared creative culture where individuals feel connected to a global community, reinforcing engagement and collective meaning-making.

## **2.13 Benefits of Using TikTok as a Tool for Learning English Language**

In this section, different benefits of TikTok as a tool for learning the English language are addressed. The section starts with an introduction to how TikTok can be beneficial, followed by the different benefits. Social media has been an important part of students' lives. It has been highlighted that the number of users has increased since 2021 to 4.2 billion and the use of social media has many parts including education. The use of education in social media is believed by scholars to increase learners' motivation and facilitate the knowledge process (Mantym Aki and Reimer, 2016). Every social platform has a unique set of advantages that improve the learning process and help students improve their pronunciation, communication, and motivation skills.

TikTok is one of the social media platforms that have global followers and viewers with more than 3 billion downloads (Dean, 2022). Brooklynn Dinkler (2024) conducted research that focused on Gen Z because the users are predominantly young people, adolescents and young adults under 30 years old. Where the platform has gained prominence among individuals ages 16 to 25 who are "Generation Z". Zips and Holendova (2024) found that generation Z's primary motivations for active TikTok usage include expressing personal creativity, perceiving oneself as an influencer and the need to try out new things. This summarizes the core motivation behind why many members of Generation Z actively use TikTok and reflects how TikTok fits this generation and their interest for experimentation.

TikTok is not just for entertainment, it is a place for personal expression and potential influence. "Generation Z in Rakan Hulu Regency uses the TikTok platform as a tool to gain fame by going viral on social media" (Mustaqimmaha and Sari, 2022). This delves into the exploration of Generation Z self-concept where those users utilize this platform to gain fame and positive feedback. Noting how Generation Z has an interaction with social media, especially TikTok.

### 2.13.1 Enhanced speaking Skills and Vocabulary Expansion

In recent years, TikTok has emerged not only as a popular entertainment platform but also as a dynamic educational tool, especially for language learning with short videos and user-generated content. This platform offers English learners authentic exposure to everyday language, slang, and pronunciation in context (Anderson, 2022). Platforms like TikTok are proving to be valuable tools in making English language learning more accessible and enjoyable.

Pereira and Hitotuzi (2023) highlight that TikTok promotes the growth of speaking abilities and vocabulary surrounding learners with genuine, captivating material. Through brief, repeatable videos showcasing common language, learners can mimic pronunciation and strengthen new terms. The engaging and visual aspects of TikTok also enhance retention and motivation as stated: "The platform format encourages students to mimic native speakers, repeat phrases, and engage with authentic vocabulary in context, which contributes to improved speaking fluency and lexical acquisition" (Pereira and Hitotuzi, 2023).

### 2.13.2 Improved Pronunciation Skills and Listening Skills

Speaking skill is a dynamic process of creating meaning that includes understanding or receiving information through words, sounds, or articulation. It encompasses the ability to convey and interpret a message, which necessitates pronunciation, vocabulary, grammar, fluency, and understanding. Among four language skills, speaking is regarded as the most challenging and essential skill to master. It serves as a means to convey thoughts, emotions, or feelings verbally. Through speaking, individuals can generate, and receive language that carries information, facilitating interaction.

Speaking is beneficial as it allows speakers and listeners to participate in a communication aimed at exchanging and sharing information (Rangaa Mega Pulta, 2024). According to Kristanto (2016), learning media plays a crucial role in enhancing the quality of education. From the perspectives shared, it is clear that media encompasses anything that can communicate a message and engage learners' emotions and motivation. Thus, fostering their educational journey that summarizes how TikTok can be beneficial in improving, developing, and helping learners in their learning process.

### **2.13.3 . Motivation and Engagement**

TikTok as a social media platform is one of the most frequently used across the whole world. The majority of its users are university students or young adults, and this part of the research investigates the impact of TikTok on academic motivation and engagement among learners. Roblyer et al. (2010) stated that TikTok can function as an auspicious tool for encouraging the motivation and engagement of the learner. It gives new opportunities for communication and collaboration that can enhance students' learning experiences.

Aziz et al. (2019) noted that due to the benefits provided by social media platforms, studies have proposed that university learners start using those platforms, especially "TikTok" as a form of learning so that it can turn them into more motivated learners. Moreover, young adults were motivated in their daily activities because the talk video assists them in managing the stressors of everyday life (Hao et al, 2022). TikTok makes the students more interested to learn through its contents which are engaging and motivational (Escamolla-Farajado et al., 2021). This contributes to increased creativity, and curiosity through the use of TikTok in the learning process. TikTok enables the users to engage with minded peers through their IDs and resources, and collaborate with others in educational activities (Chang, 2016).

Consequently, this will greatly enhance and inspire the learning process for students (Guzlar et al., 2021). It also noted that the beneficial impacts of social media can be observed in various areas, the first being that social media showcases content about high achievers which in turn encourages students to imitate these positive behaviors (Guzlar et al., 2021). In addition, using TikTok for learning purposes can boost students' intrinsic motivation. This is associated with TikTok being able to create personalized content that suits the learner's needs and interests. To conclude, the use of TikTok for learning purposes can help to raise and improve student motivation and engagement in completed academic tasks and develop their learning process and knowledge.

#### **2.13.4 Flexible and Accessible Learning**

Utilizing social media and studying English is a powerful approach to fostering an interactive and supportive environment for learners, particularly in enhancing their verbal communication abilities. The skill to converse in English has turned into a vital necessity in today's interconnected world, where proficient communication is key for global competition and cooperation (Novitasari and Addinna, 2022). According to Rahmawanti (2021), TikTok is the favored social media platform among students for learning the English language, and it is utilized by English language instruction for focused language teaching. It can assist learners in enhancing their learning language skills and can also aid them in acquiring the language more smoothly like other educational platforms.

TikTok as a medium for learning English presents both benefits and drawbacks regarding its effectiveness in helping students develop their English language abilities, each student has a unique viewpoint when using it as a means of English language education (Rahmawanta, 2021). TikTok bridges the gap by providing a unique avenue of supplementary learning where the learners need to improve their speaking skills that TikTok plays a pivotal role in

increasing the students' learning acquisition journey. TikTok can be accessed anywhere and anytime, which means it is easier for students to learn English in their spare time. This illustrates how students value the platform's flexibility and accessibility integrating into their daily routines (Novitasari and Addinna, 2022).

To conclude, the use of TikTok as a tool for learning and practicing spoken English is both innovative and effective and also provides a unique and interactive avenue for language acquisition. This platform provides short videos that cover a wide language content from vocabulary, to pronunciation (Novitasari and Addinna, 2022).

### **2.14 Conclusion**

This chapter focused on TikTok, and the different approaches and methods of online teaching of English language education. By defining and emphasizing on the importance of online learning and teaching through TikTok. The chapter explained their vital role in improving learning English language, by developing their pronunciation, vocabulary, and communication skills. From this discussion, it is clear that the TikTok platform serves different resources of learning English through short-form videos that provide the learners with an easy way to learn and encourage their engagement and motivation that facilitate language acquisition and contribute to a well-structured knowledge journey.

# **CHAPTER THREE**

## **Methodology**

### 3.1 Introduction

This chapter presents the research methodology of this study. It aims to explore the use of TikTok as a tool among EFL learners to learn aspects of English language like vocabulary acquisition, pronunciation development, grammar rules and writing improvement focusing on master's students, at the English Department in the University of Ain Temouchent, Algeria. The chapter starts with the context and approach of the study, which includes mixed method approach, the sample of the study, and the data collection tools. The researchers used a questionnaire designed for EFL learners in order to investigate their perspectives about Algerian TikTok content creators who create and share educational content for teaching aspects of the English language and discourse analysis to analyse TikTok videos.

### 3.2 Context of Research

This study was conducted in the Faculty of Letters, Languages and Social Sciences at the University of Ain Temouchent - Belhadj Bouchaib, more precisely at the Letters and English Language Department, during the academic year 2024 / 2025. This setting was established as a university center in 2009. It gained official University Status on November 22<sup>nd</sup>, 2020. The English department, which has been operational since 2012, follows the LMD (Licence/Master/Doctorat) system, adopted in Algeria in 2004/2005. The department offers a master's degree with two specialties, "Didactics and Applied Languages" and "Literature and Civilization". The focus of this research is on the master's students of both specialties.

### 3.3 Sample of Research

In research, sampling involves choosing individuals from the whole population in the aim of collecting data to draw meaningful and generalized results. It involves selecting a smaller group that represents the larger population. Sampling in a research helps the researcher to

collect insights in a more organized method which makes them far from collecting unnecessary information and wasting time. Overall, sampling in a research promotes reliable findings and generalized conclusions (Wiley, 2019).

The sample population understudy is master one and two students of English Language from both specialties - Didactics and Applied Languages and Literature and Civilisation - at the University of Ain Temouchent. These students are chosen because they are educationally mature and belong to Gen Zs. They are aware of English language education and the use of social media platforms. Gen Zs are known for the use of TikTok as an extra tool for learning and developing their proficiency in the English language, as proven in the literature review chapter. This makes them an optimal group for investigating what they are experiencing on TikTok. The whole population understudy is 158 students. Therefore, the number of participants is 67 respondents, which makes up a percentage of 40% of the whole population. They were randomly responding to the questionnaire given to them via messenger group.

TikTok content creators were selected through a search on Google under the title “Algerian content creators who teach English on TikTok”. The researchers randomly chose five accounts to analyze. The sample had to have the highest number of following and must be teachers of English in public or private schools. The process of analyzing the videos went through multiple steps. It started by the selection of videos, transcription, then the analysis. For the step of selecting the videos, the researchers aimed to select the most viewed video but in some cases the viral videos were out of the context in which the researchers looked for a second option.

### 3.4 Approach of Research

This study aims to investigate how EFL learners are adopting new learning strategies, in addition to classroom learning that shifted to online social media platforms. Lately TikTok has become an effective tool for learning aspects of the English language, therefore the study aims to shed light on TikTok content creators who create and share educational tutorials about English. In this study a mixed method approach was employed to collect data.

#### 3.4.1 Mixed Method Approach

Creswell and Clark (2001) describe a mix-method approach as a methodology by associating philosophical assumptions and methods of inquiry. By combining qualitative and quantitative data, the researchers gain insights, create multifaceted research and understand the research problem. Teddlie and Tashakkori (2009) state that by blending qualitative and quantitative methods, the research can create an overall picture about the phenomenon. The purpose behind combining qualitative and quantitative data is to collect rich information for the research paper. “Mixed methods research provides a way to harness strengths that offset the weakness of both quantitative and qualitative research” (Creswell and Plano, 2011).

Mixed method research provides more evidence for studying a research problem than either quantitative or qualitative research alone. Mixed method approach combines both the strengths of quantitative and qualitative approaches, providing a comprehensive understanding of a research problem. This approach is useful for investigating complex issues that cannot be caught by a single methodology. Mixed method research helps answer questions that cannot be answered by quantitative or qualitative alone. It encourages the use of multiple worldviews, or paradigms (i.e., beliefs and values), rather than the typical association of certain paradigms with quantitative and others with qualitative research.

According to Creswell and Plano (2001), mixed method research is practical in the sense that the researcher is free to use all methods possible to address a research problem. Mixed method approach provides flexibility in which it permits the researchers to employ the possible methods for tackling a research problem. It enables scholars to produce multiple written publications from a single study. Mixed method research facilitates the creation and publication of different research papers from an individual investigation, it also provides a more comprehensive understanding of the research topic (Creswell and Plano, 2001).

### **3.5 Methods of Data Collection**

This research has employed two instruments of data collection in order to gather the possible insights about the topic, these instruments are online questionnaires and analysis of five selected TikTok videos. The questionnaire includes both open-ended and closed-ended questions. It is designed to collect students' perspectives about the use of TikTok as a tool to learn some aspects of the English language. Then, data is collected using transcriptions of TikTok videos.

#### **3.5.1 Questionnaire**

This section highlights the definition of questionnaire and types of questions employed within this research paper. The questionnaire is the primary tool of data collection. It collects students' perspectives about the use of TikTok as a learning tool.

##### **3.5.1.1 Definition of Questionnaire**

A questionnaire consists of a number of questions printed or typed in a definite order on a form or a set of forms (Kothari, 2004). A questionnaire is a set of questions that follow a specific order delivered to a specific group of people in order to obtain answers and information from them. According to Kothari (2004), the questionnaire is made for

respondents who are expecting to read and understand the questions and write down the reply in the space meant for the purpose in the questionnaire itself. The respondents have to answer the questions on their own.

This method of collecting data has popularity among scholars and researchers. A questionnaire should be well-structured, the researcher should take into consideration the following: general form, question sequence, question formulation and wording (Kothari, 2004). A successful questionnaire should be precise and concise. It should be organized from general to specific. Opinions of respondents should stand at the end. In addition, the questions should be controlled in order to give reliable answers. Questions should not touch the respondent's emotions. At last, the design of the questionnaire should be attractive in order to grasp the attention of participants (Kothari, 2004).

### **3.5.1.2 Types of Questions in The Questionnaire**

In this questionnaire two types of questions are used; close-ended and open-ended questions. They were carefully formulated to get students' responses. The questions are both quantitative and qualitative. The quantitative ones provide statistical answers about some opinions. However, the qualitative ones provide clarifications, explanations and suggestions.

#### **3.5.1.2.1 Close-Ended Questions**

A closed-ended question requires a specific, limited response, often "yes" or "no" or a choice that is organised into pre-decided categories. Among the strength of closed-questions, as stated by Mcleod (2023), they can be economical. The respondents can provide large amounts of information without time consuming. The respondent provides information that can be easily converted into quantitative data (e.g., count the number of 'yes' or 'no' answers),

allowing statistical analysis of the responses. The questions are delivered to respondents in the same order.

#### **3.5.1.2.2 Open-Ended Questions**

“Open questions give freedom to respondents to answer the question from their perspectives. Open questions will work better if you want to gather more in-depth answers from your respondents” (Mcleod, 2023). Open questions provide deep insights and more explained answers from the participants as it permits them to explain using their own words, there are no boundaries. The use of open questions may affect research events, since it takes an amount of time to collect and analyze data. It is suitable for competent language users who can give incredible pieces of writing.

Implementing both open and close ended questions brings several advantages. Close-ended questions, like ‘yes’ or ‘no’, or ‘multiple choice’ permit collecting quantitative data which facilitates its analysis. Whereas, open-ended questions encourage participants to express their thoughts about the phenomenon in detail using their own words. Blending these two types of questions in this research paper helps the researcher to collect different insights about using TikTok as a learning tool for learning aspects of the English language.

#### **3.5.2 Transcription of TikTok Videos**

According to Eftekhari (2024), video transcription is a crucial qualitative research method, ensuring accurate conversion of video, or field notes into a written format suitable for analysis. The goal is to produce high quality transcriptions to support the development of concepts and themes, backed by detailed contextual data. This process transforms raw data into an accessible format, aiding in data management analysis and maintaining a clear audit trail. For the transcription of TikTok videos, the following list (see table) has been selected.

The table provides information about the TikTok content creators, their following numbers, most viewed videos, length, number of likes, number of comments, number of saving, number of sharing, topic of the video to present the English lesson and finally the link to the TikTok video:

Tiktok content creator	followers	Most viewed video	length	Number of likes	Number of comments	Number of saving	Number of sharing	Topic of the video	Link
Boutheyna	193.4 K	1,1 M	01.32	100.9 K	678	19.7 K	3153	Quote of day	<a href="https://vm.tiktok.com/ZMSj7ubfC/">https://vm.tiktok.com/ZMSj7ubfC/</a>
TolkyEnglish	62.6 K	429.6K	00.41	53.2K	459	9343	258	Learning new expressions	<a href="https://vm.tiktok.com/ZMSj7rKMm/">https://vm.tiktok.com/ZMSj7rKMm/</a>
Samdaily	179.1 K	1.5 M	00.50	91 K	179	24.6 K	2454	Daily conversation	<a href="https://vm.tiktok.com/ZMSj7Py3N/">https://vm.tiktok.com/ZMSj7Py3N/</a>
Bigbrainzee	17 K	4.6 K	01.00	4978	50	738	119	Difference between advice and advise	<a href="https://vm.tiktok.com/ZMSj7DH3Y/">https://vm.tiktok.com/ZMSj7DH3Y/</a>
Englishitwithmassi	159.9 K	164.7 K	00.33	8346	81	1231	260	Everywhere you can learn	<a href="https://vm.tiktok.com/ZMSj7rKMm/">https://vm.tiktok.com/ZMSj7rKMm/</a>

**Table 3.1 TikTok Content Creators**

### 3.6 Methods of Data Analysis

In order to analyze the data collected through questionnaires and the selected TikTok videos, different methods of data analysis are employed. The researchers use different types of questions and methods of data collection. Thematic analysis, quantitative descriptive analysis and discourse analysis are used as methods of data analysis. The following sections will explain their use.

#### 3.6.1 Thematic Analysis

Thematic analysis is a powerful tool for analyzing qualitative data. By identifying and analyzing elements, the researchers can extract the necessary information and give a deeper understanding of its meaning (Braun and Clarke, 2006). It gives clear detailed data that helps drawing results. The thematic analysis uses six stages for analysis: familiarization, Codes formulation, generation of themes, themes review, defining and naming themes, and report formation (Braun and Clarke, 2006). Thematic analysis is a method for identifying , analyzing and reporting patterns (themes) within data. This method is flexible for tackling diverse and complex data sets. Namey et al. (2008, p. 138) stated that: “thematic moves beyond counting explicit words or phrases and focuses on identifying and describing both implicit and explicit ideas. Codes developed for ideas or themes are then applied or linked to raw-data as summary markers for later analysis, which may include comparing the relative frequencies of themes or topics within a data set, looking for code co-occurrence, or graphically displaying code relationships”. According to Namey et al.(2008), thematic analysis provides two different approaches : deductive (top-down) and inductive (button-up) methods. This research uses inductive thematic analysis.

### 3.6.2 Quantitative Descriptive Analysis

As stated by Kothari (2004), descriptive analysis, like any research, promotes precise objectives to guarantee a significance of collected data in order to distract researchers from relevant outcomes. “Like other research designs, descriptive analysis sets specific objectives with precision to ensure the relevance of collected or secondary data; failure to do so may lead to erroneous conclusions” (Kothari, 2004, p. 38). In contrast, descriptive research stands out for its neutrality, objectivity and positive nature (Wilman, 2011, p. 10).

Descriptive research is a common method of analysis in the social sciences that seeks to paint a clear picture about specific phenomena by describing social structures or the relationships between a range of instances (Adams et al., 2007). One of the strengths of descriptive research is its flexibility, research can utilize qualitative as well as quantitative to find out demographics. Namely, investigators may engage both case study, a qualitative analysis, and correlation analysis to portray phenomenon. Case studies, in particular, can lead to new hypotheses and supply new and richer knowledge (Kothari, 2004, p. 144).

### 3.6.3 Discourse Analysis

Discourse analysis is used in this research as a qualitative research method. It aims to analyze the spoken discourses of content creators to investigate how they use language in a real situation which is teaching. This method allows us to identify the words, grammar, and language in general, in a precise context after transcribing the TikTok videos.

As described by Brown and Yule (1983), the analysis of discourse is essentially the analysis of language in use. While linguistics typically focus on the components of language like grammar and syntax, discourse analysis describes how language is used in real life situations to deliver meaning and achieve goals. Since there is a distinct difference between spoken

language and written language in production, discourse analysis plays a crucial role in examining language in use (Brown and Yule, 1983). Discourse analysis is a valuable method because it helps in uncovering the means of communication. Focusing on how meaning is constructed and negotiated. It enables people to understand how language reflects social realities, affecting their perceptions and behaviors (Alek, n.d.).

Discourse analysis plays a vital role in dealing with current issues like media influence, political communication, and intercultural dialogue. It addresses the process of effective communication strategies that resonate with diverse audiences across various fields, such as education, business and healthcare. Moreover, discourse analysis offers media for critically assessing information, uncover biases, and promote inclusivity (Levrai and Bolster, 2019; Payne, 2012; Wale and Bishaw, 2020).

### **3.7 Reliability and validity**

The researchers used both qualitative and quantitative data collection and analysis methods which have given data depth, variety and clarity. The descriptive analysis and statistics assists to obtain exact figures about students' opinions. Meanwhile, the thematic analysis assists to analyze the qualitative data and extract the necessary motives that represent the learners views about watching English tutorials on TikTok. In addition, it authorizes the researchers to get distinct recommendations and suggestions. This research is valid and reliable because it has used a mixed method approach. The approach allowed the researchers to collect multiple data from the chosen sample.

### 3.8 Conclusion

This chapter highlighted the main tools and methods of collecting and analyzing data. It furnishes a broad summary of the research context, approaches, sample, data collection tools and data analysis methods. The researchers selected above-mentioned instruments to create conceptual foundations to draw conclusions and findings that will be seen in the next chapter.

# **CHAPTER FOUR**

## **Data Analysis**

#### 4.1 Introduction

In this chapter the researchers present the data, illustrate, and analyze the data collected through online questionnaires and transcriptions of selected TikTok videos about English. First, the researchers will describe the questionnaire delivered to master one and master two students to both specialties, at the English department, at the University of Ain Temouchent, to investigate the perspectives on watching TikTok educational videos about English language. The focus is on learning aspects of the English language like vocabulary, pronunciation, and writing. Secondly, the researchers will analyze the collected data using both descriptive and thematic analysis. The same process applies to the analysis of TikTok videos. Then, in the concluding section the researchers will summarize the main points addressed in this chapter.

#### 4.2 Description of The Questionnaire

The questionnaire employs both open-ended and closed-ended questions, precisely produced to delve into the perspectives of master one and master two EFL learners on following TikTok content creators. The questionnaire is an important instrument in data collection. It is needed to achieve the objectives of this investigation. The following section will briefly describe the purpose of each question. The study intends to collect important insights into how they find learning through social media platforms, especially that the respondents are living in a technological era. They belong to Gen Z which is influenced by social media, so they might use TikTok as soon as they graduate.

### 4.3 Analysis of Students' Questionnaire

**Question 01:** Nowadays, many content creators are sharing educational content about the English language on TikTok. As an English language learner, what do you think about this concept?

**Thematic Analysis of the Open-ended Question:**

**Question 01:** After ascending with the data and reading the responses multiple times, the next step is generating the initial codes and themes. Following Braun and Clarke phases of thematic analysis:

Data	Codes	Themes
helpful	helpful	Helpful
It is helpful and informative	Helpful Informative	Helpful for learning
I find TikTok English lessons entertaining and inspiring ...so I use them as a springboard and turn to more detailed resources when I need depth.	Entertaining Inspiring Briefly Detailed resource	Engaging educational content
efficient , as it mix entertaining ways of teaching to enhance the focus of the learner , in which give great results	Efficient entertainment	Engaging educational content
helpful	helpful	Helpful
It's actually helpful and many viewers do interact with the video.	Helpful Engagement	Engaging educational content
I think it's a useful and modern way to learn English. It makes learning more accessible, especially for people who prefer visual ...	Useful Accessible	Accessibility

<p>As an English Language Learner, I think this concept is very useful and engaging. TikTok's short videos make learning more accessible. The creative and visual style helps me remember vocabulary and grammar rules more easily. improves my listening and speaking skills...</p>	<p>Useful Engaging Short form videos makes learning Accessible Creativity visuals helps in remembering vocabulary and grammar easily Improvement of speaking and listening seeing</p>	<p>Effective learning tool</p>
<p>It is interesting and beneficial</p>	<p>Interesting Beneficial</p>	<p>Beneficial tool for learning</p>
<p>As an English Language Learner, I think the concept of sharing educational content about the English language on TikTok is both innovative and effective. The short, engaging videos make learning more accessible and less intimidating, especially for people who struggle with traditional methods. TikTok's format allows creators to explain grammar rules, vocabulary, pronunciation tips, and cultural nuances in a fun, visual, and memorable way.</p>	<p>Innovative and effective Short Engaging Explaining Fun Visual Memorable content</p>	<p>Beneficial tool for learning</p>
<p>Personally, I see it as a clever idea since they're short, precise and straightforward and they're published in a platform where everyone can access it anywhere anytime.</p>	<p>Accessible Precise Straightforward</p>	<p>Accessibility</p>
<p>It can benefit learners in many ways as they have the option to follow many teachers and choose the one that feels suitable for them</p>	<p>Benefit</p>	<p>Beneficial tool for learning</p>

I think it is a very helpful tool for students, it is easily accessible, entertaining, and does not consume a lot of time	Helpful Accessible Entertaining Saving time	Accessibility
Well, it's pretty beneficial ..., as it's useful also in many fields such as freelance, e-marketing or designing, ...it's easy to learn English online with professors by using digital media...	benefits useful	Beneficial tool for learning
Useful	useful	useful
I think it's a great idea because it makes learning English fun and accessible. Short videos can help with vocabulary, pronunciation, and grammar in a simple way.	Entertaining Accessible simple and Helpful vocabulary, pronunciation and grammar	Beneficial tool for learning
I believe it's useful and enjoyable... it's nice to learn and gain vocabulary from time to time.	Useful enjoyable vocabulary	Vocabulary enrichment
Its good tools for learner	Good tool	useful
I think it's a helpful and modern way to learn English because it makes learning more fun, interactive, and easy to access anytime.	Helpful funny accessible	Accessibility
Good content	Good	Useful
Sharing English lessons on TikTok is helpful and fun. It makes learning easy and quick...	Helpful fun quick and easy in sharing	Accessibility
I thinks is a good technique to learn	good tool	Useful
It can be good and it can be bad	good bad	Tiktok has benefits and drawbacks
It is interesting, students can really learn from such videos such as vocabulary,	Interesting vocabulary pronunciation	Vocabulary and pronunciation development

communication and pronunciation.		
I think it's beneficial ...	beneficial	Beneficial tool for learning
Personally, I think it's very effective	effective	efficient
I think it's a great idea. It's fun, easy to access, and helps me learn English in short, engaging videos. It also makes learning feel less stressful.	short form video engaging and accessible	Engaging and accessible tool for learning
I think that it's helpful	helpful	helpful
It's effective for any person who wants to learn English but only for basics studies	effective	Efficient
I think it is good especially when teachers are experienced in the field because not anyone has to share content like that on tiktok	good	Useful
It's is very good to see some peso pls teaching languages through TikTok it is easy and effective since the video sometimes is less then 15 seconds and you will learn a word for example	Good easy effective	Efficient
It's very great, we do need this type of content	great	Useful
Good in a way	good	Useful
...the idea of learning English through TikTok can be really exciting and beneficial...TikTok videos are short and to the point, which makes them perfect for quick lessons on vocabulary, grammar tips, pronunciation, or even common expressions. Real-Life Language Use...	exciting and beneficial Short form videos vocabulary, grammar and pronunciation Realistic fun and engaging	Beneficial tool for learning

Engaging and Fun... Accessible Anytime Cultural Exposure... So it is important to follow reliable creators ...		
Very helpful since we spend a lot of time on social media	it is helpful	helpful
Not really	Not relevant	Irrelevant
It good for learning language and the accent	Good Accent	Pronunciation development
Yes I'm with because it may helps people to enhance their level	Help	Helpful
I think it's a great idea because it makes learning English fun and easy to access. The short videos help me learn new words and grammar in a simple way.	Fun Easy access Learn words and grammar	Vocabulary and grammar development
Quite Interesting	interesting	Interesting
I think it's a great idea because it makes learning English more fun, accessible, and engaging, especially for young learners.	Fun accessible engaging	Accessibility
The short videos helps improve vocabulary, pronunciation, and listening skills in a simple way	Vocabulary pronunciation listening	Beneficial tool for learning
Very beneficial ,creative and joyful	beneficial Creative entertaining	Beneficial tool for learning
I think it's a great idea because it makes learning English fun and accessible. Short videos help me learn new words and grammar in a simple and engaging way	joyful accessible grammar learning words	Beneficial tool for vocabulary enrichment
It's very helpful especially for those who are interested	It is helpful	Helpful
It is helpful	Helpful	Helpful
Great	Great idea	Helpful

TikTok can be a helpful and fun way to learn English... It keeps learners motivated and exposed to real-life language use... used as a supplement to formal learning.	Helpful Fun Motivated Supplement	Supplementary learning tool
It is a good method in language learning ...	good	Beneficial learning tool
... I think it's really useful and helpful that many content creators are sharing educational content about English on Tiktok platform... short videos make learning process more fun and engaging...it's an effective strategy to improve our language skills (reading, writing, listening and speaking)	useful helpful. short form videos enjoyable effective	Effective learning tool
Pretty good depends on how they are doing it	good	Helpful
I like it it's really useful	useful	Useful
It is good...	good	Helpful
I think it is useful to learn different languages and different cultures	useful	Useful
I think it's a great idea because it makes learning English more fun, accessible, and engaging, especially through short and creative videos.	Funny accessible and engaging short and creative videos	Beneficial tool for learning
...it can be very useful ...	useful	useful
I think this is very helpful and give opportunity for anyone to learn English	helpful	Helpful
Very good concept	Good	Helpful
I think it's a great idea because it makes learning English more fun, accessible, and easy to fit into daily life.	Great Fun and accessible	Accessibility

Pretty good	good	helpful
I agree	agree	Irrelevant
...I think it's a great concept because it makes learning fun, accessible, and engaging. TikTok videos are short and easy to understand, and they help me improve my vocabulary, pronunciation, and listening skills in a more relaxed way.	Fun Accessible Engaging Short and easy videos Vocabulary Listening	Beneficial tool for learning
It's useful especially for those who study the English Language as a field.	useful	Useful
Yeah I agree it is used in most social media platforms and I think It is good	Good	Useful
I think it's a great concept because it makes learning English more accessible, engaging, and convenient. The short videos help break down complex topics into manageable pieces, and the interactive nature of TikTok keeps learners motivated	Accessible Engaging Convenient Short videos Motivated	Accessibility

**Table 4.1 Thematic Analysis of “ Student’s Viewpoints about Educational Content on TikTok”**

This thematic analysis report of an open-ended question examines EFL learners' opinions delving into the answers of open-ended questions on TikTok content creation who create and share educational content. Finding recurring themes and ideas that clarify the concept of content creation whether it is a positive concept or not, this is the goal of this investigation. Through a thorough examination of participant’s viewpoints, the researchers want to address the study questions and aims by looking at these responses.

Firstly, “Helpful”, a theme that was mentioned fourteen times, where participants reported with positive feedback about educational content creation. For example, one participant stated: “It’s very helpful especially for those who are interested” showing that learners who want to take advantage of the educational content provided in TikTok in English language. In addition, another theme was repeated thirteen times by participants which is “Beneficial tool for learning ” showing that watching English tutorials is a beneficial tool for learning English language through being able to communicate and speak through this language. As stated by participants: “Well, it's pretty beneficial ..., as it's useful also in many fields such as freelance, e-marketing or designing, ...it's easy to learn English online with professors by using digital media...”. Another theme was reported twelve times which is “useful” as it is mentioned by the participants: “It's useful especially for those who study the English Language as a field” that illustrate how educational content videos are helpful for learners in their acquisition and learning of the English language. The theme “accessibility ” was reported eight times to show that English Tiktok videos are accessible and easy to use for learning as stated by a participant: “I think it's a useful and modern way to learn English. It makes learning more accessible, especially for people who prefer visuals ...”. “Engaging educational content” was mentioned four times in order to show that the platform Tiktok is having the part that engage and produce educational content for learners benefits, as stated by a participant: “It's actually helpful and many viewers do interact with the video”. while the theme “efficient” was mentioned three times as stated “It’s is very good to see some peso pls teaching languages through TikTok it is easy and effective since the video sometimes is less than 15 seconds and you will learn a word “this statement show the effectiveness of TikTok educational content videos in grasping new information in an easy way by controlling the pace of their learning with pausing, rewinding, or rewatching the videos. The theme “ effective learning tool ” theme was repeated twice as stated “... I think it's really useful and helpful that many content

creators are sharing educational content about English on Tiktok platform... Short videos make the learning process more fun and engaging...it's an effective strategy to improve our language skills (reading, writing, listening and speaking)” Tiktok’s educational content videos are effective learning tools because they are engaging, visual, interactive, and personalized. “vocabulary and pronunciation development ”was repeated twice illustrating the powerful side of this platform at the level of enhancing vocabulary and pronunciation of the learner as stated “It is interesting, students can really learn from such videos such as vocabulary, communication and pronunciation”. “ irrelevant” was mentioned two times and shows that a few students state that TikTok is promoting an educational content that is not relevant that leads to a less interaction and engagement throughout the students as stated “Not really”. The themes “vocabulary enrichment”, “ TikTok has benefits and drawbacks”, “engaging and accessible tool for learning”, “vocabulary and grammar development”, “ interesting” and “ supplementary learning tool” were repeated once .These themes illustrate how the students exposed to TikTok educational videos of English language are with the importance and how effective those videos are through vocabulary enrichment, also grammar rules improvement, in addition to how this platform is captivating and producing an interesting educational content as it could be an additional way of learning. Moreover, some students agree that there are two sides, once that is positive and the other one has drawbacks and all of this is depending on how the learners are using this platform either having a goal which is acquiring and learning the English language or going into its negative side.

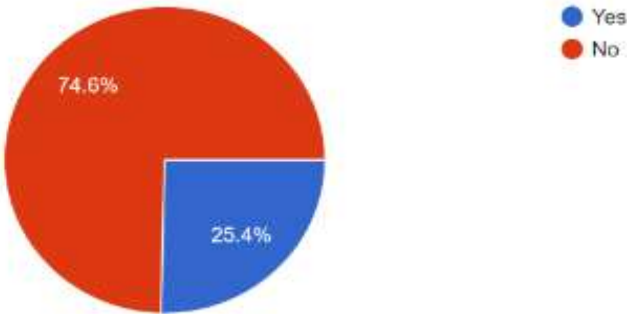
**Question 02: Tiktok content creators are sharing information about different aspects of the English language. According to you, which videos are more interesting?**



**Figure 4.1: Student’s Interest About Aspects of the English Language**

The analysis of the pie chart represented in figure 4.1, entitled “student’s interest about aspects of English language” emphasizes important skills in their improvement of English videos. A substantial percentage, accounting for 50.7%, reported that pronunciation is more interesting, with 40.3% signifying vocabulary.

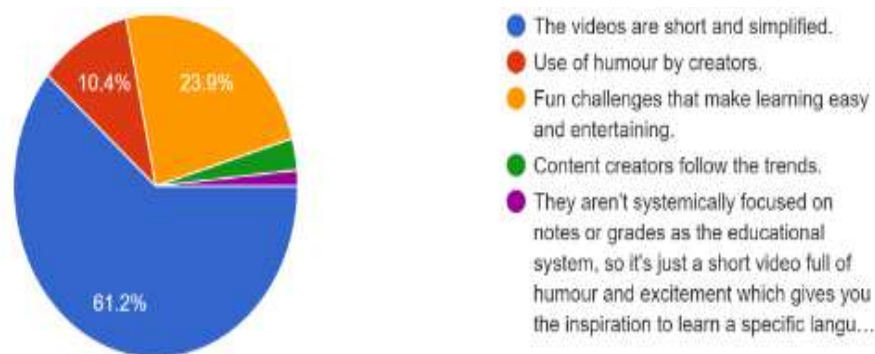
**Question 03: Some studies argue that TikTok has revolutionized English language learning by introducing innovative and engaging learning methods. Do you think it can replace classroom teaching methods in the future?**



**Figure 4.2: Students’ Preference between Classroom and TikTok Educational content**

The inspection of the data presented in figure 4.2, entitled “Students’ Preference between Classroom and TikTok Educational Content” supplies captivating insights into respondents, accounting for 74.6% reported with “No” which they are not with replacing classroom with online teaching

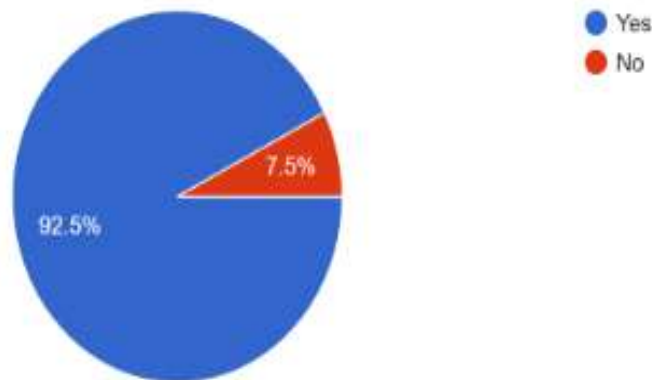
**Question 04: What do you think people are attracted to TikTok videos about the English language?**



**Figure 4.3: Students’ Interest toward the Usage of TikTok Videos to Learn English.**

According to figure 4.3, entitled “student’s interest toward the usage of TikTok videos of learning English language”, a significant percentage of 61.2% of students declared the videos are short and simplified while 23.9% stated fun challenges that make learning easy and entertaining. Additionally 10.4 % cited use of humor by creators. In contrast, 3% of the students cited that content creators follow the trends to provide and attract the viewers in teaching the English language. 1.5 % stated that they are not systematically focused on notes or grades as the educational system, so it is just a short video full of humor and excitement which gives you the inspiration to learn a specific language.

**Question 05: It has been proven that there are significant differences between classroom teaching methods and TikTok English methods of English as a foreign language. Have you experienced or noticed any difference between the two? Can you provide examples?**



**Figure 4.4: Differences between Classroom Teaching and TikTok Videos of English.**

Figure 4.4 shows that the majority with a high number of 92.5% said 'yes'. They noticed a difference between the two approaches. While few students of 7.5% cited that there is no difference between these teaching methods.

#### **The Thematic Analysis of The Open-Ended Question: “Provide Examples”**

After ascending with the data and reading the responses multiple times. The next step is generating the initial codes and themes, following Braun and Clarke phases of thematic analysis:

<b>Data</b>	<b>Codes</b>	<b>Themes</b>
No idea	No idea	Not mentioned
Tiktok teaches without even trying where classes can be more annoying then knowledgeable	No classes Annoying	Less structured

<p>I have noticed that classroom lessons feel more structured, with clear objectives, guided practice, and immediate feedback, whereas TikTok clips are quick and visual but often overlook detailed explanations and personal correction. I depend on my classes for deep learning and use TikTok for fast reminders and extra motivation.</p>	<p>Structured Clear objectives Guided practice Immediate feedback Quick and visual Overlooked detailed explanation Deep learning Extra motivation</p>	<p>Preference of classroom</p>
<p>its most personalized, no outside forces distracting, and a good hook and visualizations</p>	<p>Personalized Outside distraction Good hook and visualization</p>	<p>Preference of TikTok</p>
<p>...TikTok offers a new approach to learning that differs from traditional classroom teaching. While traditional education focuses on a structured curriculum, teacher guidance, and emphasis on grammatical rules, TikTok presents informal content, relies on learner interaction, and emphasizes visual and audio media, creating a more interactive and engaging learning environment.</p>	<p>New approach of learning Different Structured curriculum Teacher guidance Emphasis on grammar Informal content Visual and audio adds Interactive and engaging</p>	<p>Preference of TikTok</p>
<p>helpful</p>	<p>Helpful</p>	<p>No idea</p>
<p>The videos are short and whenever you want to ask a question it will take ages for the creator to answer the comments. But in the classroom you'll ask and receive the answer immediately with more examples.</p>	<p>Short videos Time consuming Less interaction Classroom interaction</p>	<p>Preference of classroom</p>
<p>On TikTok, I might see a video explaining a grammar rule like the difference between "present perfect" and "past simple" in a</p>	<p>Less time consuming Deeper understanding in the classroom</p>	<p>Preference of classroom</p>

minute or less, often with quick examples. In contrast, a classroom lesson would involve more detailed explanations, practice exercises, and discussions, allowing for questions and deeper understanding.		
For example, in the classroom, a teacher might spend an entire lesson explaining the present perfect tense—its form, uses, and exceptions—then give practice exercises and correct your mistakes.	Long well explained lessons	Preference of classroom
But on TikTok, a creator might make a 30-second video saying: "Have you ever tried sushi? That's present perfect! Use 'have/has' + past participle to talk about life experiences."	Short explanation	Preference of classroom
Despite the efficiency of learning English on TikTok videos but classroom is more essential because the practical part is required in learning process	Essential Practice Learning process	Preference of classroom
... In the classroom, learning is more structured, with detailed lessons, interaction with teachers and peers, and regular assessments....TikTok offers short, engaging, and informal lessons that are easier to digest but less detailed. It's great for quick tips..., but it doesn't offer the same depth or feedback that classroom learning provides.	Structured Detailed lessons Social interaction in the classroom Assessments Focus on language four skills Short, engaging and informal lessons Easy but less detailed Motivation Less feedback	Preference of classroom
Use of meme trends, captivating introductions to the lesson, short	Meme trends	Preference of TikTok

with vivid examples, and most importantly they are shared by native speakers	Short vivid examples	
On tik tok teachers feel free to add games and make it more fun and innovative and simple meanwhile the classroom teaching method is stricter and must follow the syllabus	free games Fun innovative Simple Stricter	Preference of TikTok
Tiktok teaching methods often rely on memes or pop culture to appeal to the audience and enable them to fully grasp the meaning what they're taught.	meme	Preference of TikTok
TikTok teaching methods are pretty simplified, online teachers would give you the rule with a well developed motioned video..., in schools, lessons are strictly should be explained on details with doing activities to test the students, that's the main difference	Simplified Well developed motioned Strictly lessons explanation, activities and tests	Preference of TikTok
TikTok's videos are short	Short	Short videos on TikTok
In the classroom, lessons are more structured and detailed, while on TikTok, learning is faster and more focused on quick tips, like slang or common mistakes.	Structured and detailed lessons Faster and use of quick tips like slang and common mistakes	Preference of TikTok
I think tiktok teaching methods are made for learning extra language, it's contains a limited and simplified information .However, the traditional one are more likely to teach the language in a deeper way.	Limited and simplified information Teach in deep way	Preference of classroom
Teaching demo	Demo	Preference of classroom
In the classroom, lessons tend to be more formal, focused on	Formal lessons Focus on grammar and writing	Preference of TikTok

detailed grammar rules and writing, while TikTok videos are shorter, more casual, and often focus on practical language use, like pronunciation or common phrases. TikTok also uses humor and trends to make learning more engaging.	Short videos Language use pronunciation humor and trends Engaging	
TikTok teaching methods are fun and short	Fun and short	Preference of TikTok
In class, lessons are more structured and detailed, with clear objectives and feedback from teachers. On TikTok, content is short and focuses on quick tips, like one-minute grammar rules or pronunciation hacks, which are easier to remember but less in-depth.	Structured and detailed lesson Clear objectives and feedbacks Short and focuses on quick tips Grammar and pronunciation hacks Easy to remember but less in depth	Preference of classroom
TikTok offers a new approach to learning that differs from traditional classroom teaching. While traditional education focuses on a structured curriculum, teacher guidance, and emphasis on grammatical rules, TikTok presents informal content, relies on learner interaction, and emphasizes visual and audio media, creating a more interactive and engaging learning environment.	New approach of learning different from traditional classes Structured curriculum, teacher guidance and emphasis on grammar Informal content and use of visual and audio Interactive and engaging	Preference of TikTok
helpful	Helpful	Irrelevant
the videos are short and whenever you want to ask a question it will take ages for the creator to answer your comments. But in classroom you'll ask and receive the	Short videos No interaction Interaction in the classroom	Preference of classroom

answer immediately with more examples		
On TikTok, I might see a video explaining a grammar rule like the difference between "present perfect" and "past simple" in a minute or less, often with quick examples. In contrast, a classroom lesson would involve more detailed explanations, practice exercises, and discussions, allowing for questions and deeper understanding.	Short time explanation quick examples Detailed lessons with more explanation, practice and discussion Deeper understanding	Preference of classroom
In the classroom, a teacher might spend an entire lesson explaining the present perfect tense—its form, uses, and exceptions—then give practice exercises and correct your mistakes. But on tiktok, a creator might take a 30s video saying: have you ever tried sushi? That's present perfect use have/has+ past participle To talk about life experience	explanation Practice and correct mistakes 30s explanation Rule	Preference of classroom
Despite the efficiency of learning English on TikTok videos but classroom is more essential because the practical part is required in learning process	Efficiency of learning English on tiktok Classroom is essential Practice	Preference of classroom
TikTok's videos are short	Short videos	Short videos on TikTok
TikTok videos are short and quick the opposite of classroom teaching.	Short and quick	TikTok contains short form videos in contrast with classroom
In tiktok i think people are more fun on their ways they show the objects or do the actions they	Fun Objects Actions	Preference of TikTok

use pictures and they create a situation to teach the word but in the classroom teaching is direct, teachers do not pave the way for students to use their critical thinking skills to engage in learning.	Use pictures Create Direct No critical thinking	
Out of text book experience.	Out of text book experience	Irrelevant
Learning English via TikTok I found it more easier	Easy	Preference of TikTok
On TikTok I saw a short video explaining 5 ways to say "I'm tired" in less than a minute—very quick and casual. But in the classroom, we spent a whole lesson learning about expressing feelings, using grammar rules, writing practice, and having speaking activities.	Short video quick casual	Preference of TikTok
I don't have	No idea	Irrelevant
If you don't understand something there is no possible way for further explanation.	Poor explanation	Weaknesses of TikTok
In classroom teaching the lesson is followed by many exercises to practice and also it is well detailed and you can ask the teacher at any moment in addition you will not forget the lesson but on tiktok its just a video of minimum 5 min or 10 min sometimes less and if you don't save it you will forget the lesson  At the class it could be boring to grasp everything said especially all day long and the class is one ho	Exercises practice well detailed	Preference of classroom

<p>In the class it could be boring to grasp everything said especially all day long and the class is one hour and a half but in TikTok there is humor and you are comfortable in addition it is in a short period of time</p>	<p>Boring Humor comfortable short</p>	<p>Preference of TikTok</p>
<p>So in the classroom it is strict no use of sarcasm or even jokes however tiktok creators use story telling also animation and even humor</p>	<p>Strict Story telling humor animation</p>	<p>Preference of TikTok</p>
<p>No comparison with classroom lessons you feel that you are really studying and engaging with teachers</p>	<p>Really studying and engagement</p>	<p>Preference of classroom</p>
<p>... Both have their strengths and weaknesses, and the experience can be quite different depending on the learner's goals and preferences.</p>	<p>Strength weaknesses Learners goals and preferences</p>	<p>Both TikTok and classroom have strength and weaknesses</p>
<p>Classroom Teaching: Very structured Lessons ...Teachers often explain rules in detail, give feedback, and assign exercises for practice. Tiktok is More spontaneous and informal; Creators focus on quick tips, hacks, or commonly misunderstood topics. The information might be random ...and the content doesn't always follow a clear learning path.. • On TikTok, a creator might post a 30-second video ... Classroom teaching builds a solid foundation, while TikTok helps reinforce what you've learned in a fun, modern way.</p>	<p>Structure and spontaneity Lessons are programmed Clear progress Explaining rules in details, feedback and giving tasks Tiktok spontaneous and informal Focus on tips, hacks</p>	<p>Preference of classroom</p>

Studying in class vs studying on social media	No idea	Irrelevant
In classrooms there are the face to face interaction that helps in learning	interaction	Preference of classroom
Maybe teachers they don't have good accent to learn so from video tiktok you will be fluent	Teachers don't have accent fluent	Preference of TikTok
Sometimes I learn new things from TikTok in a short period of time	Learn new things Short period	Preference of TikTok
In class we might spend an entire lesson learning how to write a formal email with grammar rules and structure. But on TikTok, I saw a short video that quickly showed 3 useful phrases to start a formal email. It was fast and easy to remember, but not as deep as the classroom lesson	long lesson Short video Fast and easy Deep	Preference of classroom
the Teacher-student interaction is weak which means you receive you don't discuss what you are learning	Weak interaction	Preference of classroom
TikTok video might teach five slang expressions in under a minute with fun visuals and music, while a classroom lesson would explain each expression in detail, provide context, give exercises, and allow students to practice using them in conversations.	fun visuals music long explanation provide context give exercise practice	Preference of both
instead of always saying "Thank you," I learned expressions like "Thanks a bunch," "Much appreciated," or even just "Cheers" from TikTok videos.	Learning expression	Preference of TikTok

TikTok's video are simplified, creative ,and joyful	Simplified creative joyful	Preference of TikTok
In a classroom, a teacher might explain a grammar rule in detail, provide examples, and answer questions. On TikTok, you might see a 30-second video showing a quick tip, like how to pronounce a tricky word or use a specific expression, without much context or depth.	Explain grammar provide example answer questions Quick tips	Preference of classroom
There are some differences maybe in the classroom will understand better	Understand better in class	Preference of classroom
It has to do with having a good hook that takes away the attention and it's entertaining... That is not achievable in the classroom	Entertaining	Preference of TikTok
...I noticed that TikTok helps with listening and pronunciation, while classroom teaching focuses more on writing and grammar in detail.	Helps Listening Pronunciation Focus on grammar and writing	Preference of both
In class you can discuss and argue about any subject but on tiktok you only observe.	Discuss and argue Observe	Preference of classroom
Tiktok teaching methods are usually short, engaging and using visuals or even music, tends. However, classroom teaching methods are more structured and focused on long-term learning objectives and deeper explanation with teachers and peers.	Short engaging Use of visuals Music trends Structured Long term objectives Deeper explanation	Preference of classroom
Classroom teaching is depends on your region or country however on TikTok you can	New things	Preference of TikTok

find a teacher who is giving lessons that are not in the program (new ones, new things)		
Face to face better than E-learning	Better	Preference of classroom
In the class the rules are more written but in tiktok the rules focus more on how to use it and when not just to show the rule	Written form of rules Practice on rules	Preference of TikTok
Classroom teaching methods define deeper the subjects While tiktok gave a superficial definition	Deeper defining Superficial definition	Preference of classroom
On TikTok I watched a short video that taught five slang phrases in under a minute with fun visuals and music. It was quick and easy to remember. But in the classroom, we spent a whole lesson discussing formal vs. informal language, practicing with dialogues, and getting feedback from the teacher. So, TikTok is more about quick exposure, while classroom learning gives deeper understanding and practice.	Short quick easy to remember Fun visuals and music long discussing Formal/informal Practice Getting feedback Quick exposure Deeper understanding	Effectiveness of both traditional and online learning
TikTok is more creative and free but one could also say it lacks the structure needed sometimes, also tiktok are very short so they can not teach you so much.	Creative free and short Lack of structure	Drawbacks of TikTok
Classroom teaching can be sometimes boring	Boring	Preference of TikTok
Academic learning is important	Important	Importance of classroom learning
lessons are usually longer, more structured, and focus on grammar and writing. On TikTok, the learning is quicker,	Longer structured focus on grammar and writing Quick	Preference of TikTok

more focused on speaking and pronunciation, and often uses trends or humor to explain things in a simple way.	focus on speaking and pronunciation trends and humor	
Classroom teaching methods are boring and focusing on basics, but tiktok teaching methods focus on English used in daily life, and this is much fun and makes learning easy	Boring Focus on basics Focus on daily use of language Fun and easy learning	Preference of TikTok
A teacher might spend an entire lesson explaining the present perfect tense—covering its structure, usage, exceptions, and giving students exercises to practice. A creator might make a 30-second video showing funny or relatable situations where the present perfect is used, like: "I've lost my keys... again!" — with visuals and subtitles to make the point clear and memorable.	Long term explanation Practice funny relatable situations Visuals Clear memorable	Preference of TikTok
The learner should balance between the two methods of learning to achieve a higher level of recognizing the Language.	Balance Achievement	Both methods of learning are beneficial
Classroom environment plays an important role for learning unlike tiktok	Important	Importance of classroom learning
In the classroom, lessons often focus on structured grammar explanations and writing exercises, whereas TikTok videos are more informal, focusing on practical, real-life language use like pronunciation, slang, and expressions. TikTok also tends to be faster-paced and	Structured grammar explanation and exercises Informal Practice Real life language use Faster Trends and humor Engaging	Preference of TikTok

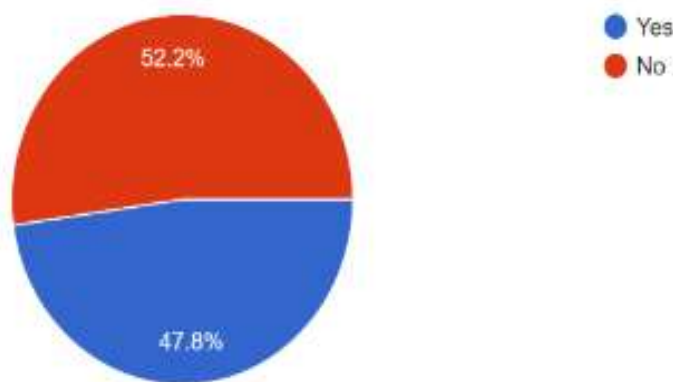
incorporates trends or humor to make learning more engaging.		
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**Table 4.2 Thematic Analysis “ Preference of TikTok or Classroom Teaching”**

This thematic analysis report examines the rationale behind student’s preferences by delving into the answers to open-ended questions on whether they prefer classroom or TikTok teaching. Finding recurring themes and ideas that clarify the choice between classroom teaching and TikTok teaching for learning the English language is the goal of this investigation. Through a thorough examination of participant’s viewpoints, the researchers want to address the study questions and aims by looking at these responses. At the beginning, the theme “ Preference of TikTok” was repeated twenty-eight times in which it shows that learners are interested on learning English language through TikTok short form videos over classroom learning as stated "So in the classroom it is strict no use of sarcasm or even jokes however TikTok creators use storytelling also animation and even humor”. Another theme “preference of classroom teaching” was repeated twenty six times to show that the power of traditional learning methods grasp the attention of many students as stated by one participant : “Classroom teaching methods define deeper the subjects While TikTok gave a superficial definition”. Four students have selected the theme “irrelevant” which shows their perspectives on the online learning and TikTok educational content creation especially at the level of producing knowledge TikTok as stated “Out of text book experience”. The theme “Short videos on TikTok” was repeated twice as stated “TikTok's videos are short” to say that TikTok has a short form of videos in exposing content. The theme of “Preference of both” was repeated twice to address the necessity of traditional methods and online learning teaching as stated: “...I noticed that TikTok helps with listening and pronunciation, while classroom teaching focuses more on writing and grammar in detail.”. Also the theme “Importance of classroom learning” was repeated twice showing the importance of the traditional method of

learning as stated “Classroom environment plays an important role for learning unlike TikTok”. The themes “not mentioned”, “less structured”, “ TikTok contains short form videos in contrast with TikTok”, “ weaknesses of TikTok”, “ Both TikTok and classroom have strength and weaknesses”, effectiveness of both traditional and online learning”, “ Both methods of learning are beneficial”.these themes are repeated one time according to the students perspectives toward preferences of TikTok educational content videos or preference of traditional method of teaching.

**Question 07: As a future graduate of the English language, do you plan to start creating and sharing content about English on TikTok? Explain your choice**



**Figure 4.5 : Student’s Perspectives about English TikTok Content**

The information of figure 4.5 entitled “ students perspectives about English TikTok content” shed light on students' viewpoints. The majority of them, about 52.2 %, stated their interest in sharing and creating content in the English language while 47.8% cited no they are not with this idea .

**The thematic analysis of the open-ended question: explain your choice .**

After familiarizing with the data and reading the responses multiple times. The next step is generating the initial codes and themes, following Braun and Clarke phases of Thematic analysis:

<b>Data</b>	<b>Codes</b>	<b>Themes</b>
Too introverted to expose myself to the public	Introvert	shyness
No, TikTok's rapid-fire format isn't for me. I prefer creating more in depth lessons and having real-time interaction, and I'm not keen on the constant pressure to produce trendy, quick videos	Rapid format Trendy and quick videos	Tiktok is rapid and not for depth lessons
not something i'm passionate about	Not Passionate	Not interested
Here's a translation To be honest, I don't have TikTok, but if I decided to start creating content about the English language, I would focus on providing helpful tips and fun learning methods. I believe that sharing knowledge can be an enjoyable and beneficial experience for others, whether it's on TikTok or any other platform	Don't have tiktok	There are multiple choices for creating and sharing educational content
I chose "Yes" because creating content would allow me to teach others in an engaging and modern way. It would also help me stay connected to the language, improve my teaching skills, and reach a broader	Yes Engaging, modern	Positive feedback about creating educational content

audience while sharing my passion for English.		
Because creating content on TikTok would allow me to use what I've learned in a creative and practical way. Teaching others helps reinforce my own knowledge, and it's a good opportunity to build a personal brand or even start a career in education or content creation. Also, TikTok has a wide reach, so I could help many learners who are looking for simple, engaging ways to improve their English. It's a modern and fun platform where I can share useful tips, connect with other learners, and grow as a language expert.	Creative and practical way Useful and engaging	Positive feedback about content creation
I always prefer the traditional learning that's why I don't think I will be engaged in such field	Prefer traditional method	Preference of traditional method
I chose Yes because I believe TikTok is an excellent platform to make learning English more enjoyable and accessible. As a future graduate, I want to share my knowledge in creative and simplified ways that can help others who might struggle with traditional learning methods. Creating content will also allow me to practice communication skills, build an online presence, and possibly inspire and motivate other English learners. It's a way to give back to the community and keep learning through teaching.	Excellent platform Enjoyable and accessible Creative and simplified	Positive feedback about content creation

TikTok is already invaded by educational content about English I don't have a shot in fame	TikTok is invaded	Not interested in content creation
No, because I prefer traditional teaching methods and feel more comfortable helping others in person rather than through social media.	Traditional teaching	Preference of traditional method
For me I prefer to teach in a real life settings because I believe that face to face learning is more engaging and helpful for language learning.	Real life settings	Preference of traditional methods
Because sharing content on TikTok is a great way to engage with a wider audience, help others improve their English, and enhance my own understanding by teaching. It also allows for creativity and staying connected with trends, making learning more enjoyable for everyone.	TikTok Great way	Preference of content creation
I'll maybe create content of telling stories in English to improve writing and reading skill.	Create content	Preference of content creation
There's enough content about English	Enough content English	Preference of traditional method
I do not have such passion as I do not like to do this on social media but it is a good idea especially that the teacher can have many followers from different areas in the world.	No passion	Preference of traditional method
Maybe I will create a TikTok account about how learn English for beginners	Create TikTok account	Preference of content creation

I chose “Yes” because creating content about English on TikTok would allow me to share what I’ve learned in a fun and creative way. It’s also a great opportunity to connect with learners around the world, practice teaching, and build confidence in my language and communication skills	Creating content on TikTok	Preference of content creation
Maybe yeah since it helpful, if i saw that my content can help others why not	Helpful Content	Preference of content creation
I'm just not interesting on teaching via social media	Not interested Social media	Preference of traditional method
Sharing content about it is good but you should be well versed in the language to give correct and simplified lessons , you should have knowledge from all aspects Grammar , spelling , language structure,etc	Sharing content Good	Preference of content creation
I like to use social media but am not interested in being a content creator	Not interested Content creator	Preference of traditional method
I said no because i do not really love teaching all the time no but sometimes yes and i want to choose the road less taken	Do not really love teaching	Preference of traditional method
As a future graduate of the English language, the idea of creating and sharing content on TikTok is definitely appealing—and I would say yes, I’d consider it seriously. Here’s why: 1. Sharing ...	Creating and sharing content on TikTok Appealing	Preference of content creation
Don't want to expose myself on social media	No exposure Social media	Preference of traditional method
I’m not sure but if I have an opportunity why not		Possibility of creating content

I chose yes because creating content on TikTok would allow me to share what I've learned with others in a simple and creative way. It's also a good opportunity to practice my English, build confidence ...	TikTok Opportunity	Preference of content creation
because It will help a lot of people maybe having a lot of views which will help users be beneficial from this and Continue to build our own knowledge	Help people Views	Preference of content creation
I chose yes because creating English content on TikTok would allow me to share what I've learned in a fun and modern way ..	TikTok Fun Modern way	Preference of content creation
I prefer learning and helping others in more traditional ways, don't like social media alot	Prefer Traditional ways	Preference of traditional methods
I believe creating content on TikTok would allow me to share useful English tips with a wide audience. It's also a great way to practice and reinforce my understanding, while engaging with learners in a creative and interactive way.	TikTok Sharing useful tips	Preference of content creation
I prefer more structured and in-depth teaching methods that TikTok's short video format doesn't always allow. While the platform is useful for quick tips, I feel that meaningful language learning often requires deeper explanations ..	Meaningful learning Deeper explanations	Preference of traditional method
I feel more comfortable teaching in classrooms , also content creation requires a lot of	Comfortable Teaching in classrooms	Preference of traditional method

time and creativity and I prefer to focus more on my professional development as future novice EFL teacher.		
Maybe YouTube but not TikTok, because I already am on something called dopamine detox which means the limitations or the elimination of social media excessive use	Maybe YouTube Elimination of social media	Interested on creating content on youtube
It would be a chance to help people with stuff i myself needed help with and to teach freely as teachers are very tied up in the classroom in the matter of what and how to teach	Chance to help	Preference of content creation
Because creating content on TikTok would allow me to share what I've learned in a fun and creative way ..	TikTok Fun and creative way	Preference of content creation
I'm not a TikTok user and do not plan to become one in any capacity.	Not a TikTok user	Not interested in creating content on tiktok
I chose "Yes" because creating and sharing content on TikTok is a great way to help others learn English while also improving my own skills. It's a fun and creative way to practice teaching and reach a wide audience.	TikTok Great way to help	Preference of content creation
I chose "Yes" because I believe that creating and sharing content on TikTok is a great way to help others learn English in an accessible and fun way	TikTok Great way Accessible and fun	Preference on creating content
In the future, I can not start sharing videos about improving the English Language because the electronic learning is not	Unable to share videos	Preference of traditional method

enough for learners and I will not be free to stay hours and hours in front the phone or the pc.		
I think it is helpful to share some videos in english to make people learn in funny way	Helpful Videos in english	Preference of content creation
Because creating content on TikTok is a great way to share my knowledge and help ...	TikTok Great	Preference of content creation

Table 4.3: Thematic Analysis “Explain your Choice”

The thematic analysis report examines the rationale behind student’s choices by exploring the answers to open-ended questions or whether they prefer content creation or traditional methods of teaching and learning. Finding cyclical themes and ideas that elucidate the choices between content creation and traditional classroom teaching/learning English language is the aim of this research. Through an exhaustive examination of participants' viewpoints. The researchers want to address the study question and aims by looking at these responses. At the beginning, the theme “Preference of content creation” was repeated twenty- three times in which it shows that the students are interested in creating and sharing content of English language through videos as stated “Because creating content on TikTok is a great way to share my knowledge and help others learn English in an engaging and accessible way. It's also an opportunity to stay creative, connect with learners worldwide, and improve my own understanding through teaching”. Another theme “Preference of traditional method” was repeated six-teen times that shows that still learners are finding traditional method of teaching effective and powerful in conveying the information as stated “I feel more comfortable teaching in classrooms , also content creation requires a lot of time and creativity and I prefer to focus more on my professional development as future EFL teacher”. The theme “not interested” was repeated eight times to address that some students are not interested in

creating content as stated “I don't see myself making content online in the future, at least not for now”. The theme “Positive feedback about creating educational content” was repeated five times as stated “I think I can help guide new learners using my learning journey and benefit me and them as it would be an added experience that benefits both of us”. On the other hand, all of the themes “TikTok is rapid and not for depth lessons”, “There are multiple choices for creating and sharing educational content”, and “educational” was mentioned only once by the students. In conclusion, the thematic analysis provides useful insights into EFL learners' preferences of traditional teaching methods of creating educational content on TikTok. Where the themes preference of content creation, positive feedback about creating educational content and preference of traditional method these insights emphasize on the different perspectives of students toward the methods of teaching.

#### 4.4 Discourse Analysis of Transcriptions of TikTok Videos

This section introduces the analysis of the transcriptions of the selected TikTok videos. The videos were selected randomly from Google search. The analysis is based on discourse analysis.

First, the analysis examines an educational video on TikTok provided by the content creators **“Boutheyna” with 1.1 M views**. The research aimed to describe conversational structures employed by the creator to achieve a positive teaching method toward the learners in this passage:

“Hello ladies and gentlemen boys and girls fairies and trolls and all mystical creatures” (ladies and gentlemen boys and girls) inclusive addressing to address a diverse public that attract the attention to be inclusive by acknowledging both genders)“Mystical creatures” (addressing all kind of audiences, suggesting that the speaker welcomes all forms of imagination and fantasy )“Today’s quote is very interesting and I hope you give it a shot Alright shall we start” (This

passage function as an invitation that signal to a shared experience which is reflecting on a quote that encourage participation )

“give it a shot”, ”Alright” informal and friendly tone that help establish a casual, engaging atmosphere.

“Very interesting” something compelling that the speaker use to influence the listener attitude

“Let's go, what is worth suffering for everything is hard in some way, It's hard to be in the wrong relationship and it's hard to be in the right one, it's hard to be broke and miserable and it's hard to achieve your dreams . It's hard to be stuck in the middle not really feeling anything at all everything is hard but you choose your hand you choose what's worth it you don't choose whether or not you will suffer but you do choose what you want to suffer for” [explanations, repetition ‘it's hard’ to enhance audiences’ memory so that the message will be easier to recall / There is rhythm such as it's hard to ... it's hard to ... you choose ... these rhythmic patterns affect audiences’ emotions and energise them]

“It's written by Briamne Weist from her book: 101 essays” [referencing to reinforce and back up the given information]“will change the way you think” [promises / motivation to follow and remember content].

“You know the drill now guys we finished our quotes it's time for you to practice and don't forget if you want to practice with us you can always join our group on telegram see you there” [creating a sense of community]

### **Tolkyenglish ( 429.6 k )**

“Ki ygolek wahed ntaya hmar w tgolek wahda ntiya hmara wela baghla” [use of Algerian Dialect / use of inappropriate words / catchy and bold introduction to the video ]

“kifech trod 3lih/a bel English bi tari9a wa3ra w tban 9awi fi 3a9lek come here let me

teach you” [promise of achievement / motivation to learn ....] [Also, there is code switching between the Algerian dialect and the English language]

“B English kayen whd l expressions delicious had l expressions gololo it takes one to know one” [providing background knowledge about the language / providing context / ...]

“Wach m3nato ki ghadi tgoli bli ena hmar wela bghal ma3natha nta tani hmar y3ni nta loukan majitch hmar wela bghal fi rssek matgolic ana hmar wela bghal fi rassi rak fahem bsh nta hmar kifach m3rftach it takes one to know one baby” [code switching / explanation / bold language / inappropriate educational language / ....]

### Bigbrainzee ( 46.9k)

“Do you know the difference between advice and advise” [use of hook / rhetorical question to attract viewer’s attention]

“We have advice and advise” [inclusive language through the use of ‘we’ / it means the content creator includes the viewer in the community which creates a sense of belonging and participation ]

“Advice is a noun اسم م] code switching / translation to provide clear explanations to the viewers ]

“Ngolo let me give you piece of advice عليها عقلو w advise is a verb فعل so let me advise you [ننصحك]”] code switching / translation to provide clear explanations to the viewers]

“ننصحك وحدة و نصيحة وحدة” Use of mother tongue / algerian dialect / the content creator is translating the meaning of words to clarify what they refer to

“Piece of advice” نصيحة “Advise you” ننصحك “Easy ga3 oh my god i'm so good” [self praising to reinforce position and ...]

“Next question i scan we say advices nope advice is an uncountable noun which mean it does not have a plural form also we cannot say an advice ز عما نقولو كيما وحدة منجموش an advice marakch mrakez because it is uncountable we can not السكر كيما حسبه [....]

switching-code [منجموش نحسيوه] [.... switching-code

### Samdaily (1.5 m)

اشعر بالبرد Excuse me my friend is so cold she is  
 .....she's .....shivering ? [use of monologue to attract viewers' attention / code-  
 switching between Standard Arabic and English language]

Yes, she's shivering, Can you turn off that thing that makes the cold ?So you want  
 me to turn down the AC ?

AC: air conditioning

Air conditioner

I'm sorry I can't turn it down

But she is .....

Oh she is hiccupping yes.....hiccupping

Because she is freezed

We say she is freezing yes freezing

Please we need to turn it down

[Use of sort of dialogue to ask and answer questions / reinforcing information and  
 asking for clarification .....

“Chhal men khavtra ngolk profit men lblasa li tkono fiha hawso vocabulaire ta3ha  
 hada زيتون زيت ki ygololel? Olive oil W confiture jam w zeba ki ygololha butter 3ssel  
 honey hada chaygololeh glass w hada bzzf ygolo shop la machi shop mug”

[translation ...]

### 4.5 Summary of Discourse Analysis

After ascending with the data provided by the passages and after a deep analysis, the data  
 reveal that the majority of the passages emphasise on certain points that entail that the content

creators use interesting hooks to attract the attention of the learners and audiences. The creators use translation of the language and code switching between standard Arabic and the Algerian dialect and the English language to make sure all the learners understand the knowledge provided by those creators and somehow they emphasize on the humor, casual and an inclusive way to convey an exact information in English language to a positive learning process to facilitate the transmission of the message. Content creators employ strategies, such as all the mentioned ones that serve as a bridge between languages enabling learners to grasp complex concepts by providing equivalent terms in their native language. Code-switching is the practice of alternating between language and dialect that can enhance comprehension and make learning more relatable. Additionally, incorporating interesting hooks, such as thought provoking questions to capture learners' attention from the outset fostering curiosity and motivation by combining these techniques, educators create an inclusive and dynamic learning environment that caters to diverse linguistic backgrounds and keeps learners engaged.

#### **4.6 Conclusion**

In this chapter, the researchers provided a description of the collected data. Then, they analyzed the data gathered using both descriptive and thematic analysis with discourse analysis. The descriptive analysis provided valuable insights into the student's preference regarding their watching content creators videos on TikTok. Pie charts were used to represent the distribution of responses. The thematic analysis delved deeper into the students' preferences. Main findings that answer the research questions will be highlighted in the final chapter, the conclusion.

# **CHAPTER FIVE**

## **Conclusion**

## 5.1 Introduction

This final chapter summarizes the research findings, showcasing the effectiveness of using TikTok as a learning tool in enhancing English language skills among EFL learners while confessing limitations that influenced the research outcomes. Moreover, future research suggestions are presented which can help in examining the long term of social media resources on language learning results and the Integration of these resources in the educational settings. This study contributes meaningfully to the field of language learning, emphasizing the crucial role of social platforms in improving language proficiency and fostering students' autonomy.

## 5.2 General Discussion

This section is about the discussion of the main points obtained from descriptive analysis, thematic analysis and discourse analysis of the data acquired from the questionnaire and the educational TikTok videos.

### **RQ1. What are English language students' perspectives on using TikTok as a tool for learning aspects of the English language?**

In order to answer the first research question, a questionnaire was designed. The questionnaire aimed to investigate Master one and two students in the English department at the University of Ain Temouchent. The purpose is to investigate the opinions of EFL students regarding educational TikTok videos. Through the descriptive and thematic analysis, notable insights emerged regarding the preference and the effectiveness of this social media platform in EFL context. The quantitative data, using closed-ended questions that have been given in a form of questionnaire to the Master one and two students, answers the first research question and have exposed the following:

- First, 50.7% of the students watch English tutorials on TikTok for developing pronunciation skills, 40.3% for enriching vocabulary, 4.5% for grammar rules and the other 4.5% for writing development. This explains that students use TikTok for improving pronunciation and demonstrates the importance of developing speaking proficiency and communication ability.
- The students show a strong preference for learning Through TikTok over traditional learning with a percentage of 74.6%. For the classroom, preferences vary across different elements including structured sessions, social interaction, direct instructions and assessment and evaluation. This implies that although TikTok is picked primarily for enjoyment, the classroom is elected depending on the content quality and delivery.
- Additionally, respondents cite different reasons for why they are attracted to TikTok videos about the English language. For TikTok English videos, the main reason include short and simplified with a proportion of 61.2%, fun and challenging, that makes learning and entertaining with 23.9%, use of humor by creators 10.4%, content creators follow the trends 3% and they are not systematically focused on notes or grades as the educational system 1.5%. These indicate that short form videos and simple explanations are mostly attracted by EFL students.
- The majority of the students notice that there is a significant difference between classroom and tiktok teaching methods of English as a foreign language. This demonstrates that TikTok is a new, entertaining and useful tool for learning in a fun and engaging way.
- Moreover, EFL future graduated learners with a percentage of 52.2% are planning to start creating and sharing educational English content on Tiktok, while 47.8% are against the idea of publishing content on such social media platforms. This shows different opinions among EFL learners.

However, the qualitative data that have been collected through open-ended questions that have been given to the designated students, answers the first research question about the students experiences and preferences. The main results are as follows:

- First, the students' answers revealed that useful, beneficial and helpful are the most cited reasons behind the concept of creating and sharing educational content on TikTok. For instance, many students said that they find it effective through viewing those kinds of videos.
- The students provide examples about their choices toward the significant differences between classroom teaching and TikTok teaching methods highlighting the opinions provided by EFL learners, finding recurring ideas for learning English as the goal of this investigation.

In conclusion, the combination of qualitative and quantitative insights emphasize the importance of incorporating social media platforms, such as TikTok into EFL learning contexts. Both TikTok and classroom teaching are effective for EFL learning. While TikTok is preferred for improving pronunciation skill and vocabulary enrichment, classrooms are favored for detailed explanation and direct instruction. These findings show the significance of using social media to promote language proficiency and learner autonomy, while also accommodating individual preferences and learning styles.

### **RQ2. How do TikTok content creators present aspects of the English language to their viewers?**

In order to answer the second research question, the researchers have collected data from TikTok. The data were taken from some of the most followed Algerian content creators' profiles. The selected videos were transcribed and analyzed using discourse analysis. The main findings are as follows:

- **Use of code switching and translation:** GTM ?
- **Use of hooks:** most TikTok content creators used captivating introductory speeches to attract viewers' attention
- **Absence of various teaching approaches:** no flipped classroom, no project based learning
- **Focusing on pronunciation, vocabulary and grammar:** the main focus were mainly on developing pronunciation, enlarging vocabulary and learning grammar rules.

### 5.3 Limitations of the Study

When submitting this research, researchers faced certain restrictions namely:

- The students were not collaborative and responsive; the students were not collaborative enough to respond to the questionnaire for that it took time for reaching the exact number needed. Utilizing media such as Facebook groups, this lack of engagement impacted negatively on the data collection process and the timeline of the study, irrelevant and incomplete answers and exceeded time limits/deadlines which influenced the research process.
- The second limitation is the limited resources and literature related to the Algerian context. Most studies were conducted in Malaysia and Indonesia.
- The final limitation is that there are no search engines that facilitate the selection of Tiktok content creators. Most of the research engines and websites are related to western context, which makes it hard for us to choose the content creators systematically.

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#### 5.4 Recommendations for Future Research

From the student's questionnaire analysis several crucial suggestions emerge regarding this topic:

- Use of other methods of data collection, such as interviews with the teachers and the content creators. The interviews can be used to collect data about teachers' and content creators' perspectives regarding these new educational techniques.
- Conducting an experimental research on other platforms, such as Youtube and Facebook. There are several channels and pages that are dedicated to educational content creation, so conducting a study about them is essential.
- Interviewing content creators about their teaching methods is also one of the most important studies that must be undertaken. Understanding content creators' approach to video creation will help us discover the reasons behind their success.

#### 5.5 Concluding Remarks

This study is effective since it gives another perception of social media platforms, especially TikTok, in providing educational content of English as a foreign language throughout teachers content creators. The study is significantly important because it shows how Generation Z students interact with this kind of academic videos, mainly by Master one and two students at the Department of English at the University of Ain Temouchent, Algeria. The study offers a profound understanding of how this platform assists effective language learning and proficiency. The findings validate that learning English through educational videos, provided by teachers-content creators is useful, beneficial and helpful. This technique enables the students to capture the language in an easy and efficient way by enriching vocabulary, developing pronunciation, and boosting motivation.

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# Appendix

## Appendix

### Students' questionnaire

#### Students' Perspectives about English Language Educational Videos on TIKTOK.

Dear Participant,

This questionnaire is designed to collect data about students' perspectives concerning English language educational videos on TikTok in Algeria. This type of content is attracting a considerable number of viewers and followers. Many studies have provided insights about this topic, however, your perspectives are important to investigate to what extent TikTok is changing English language learning nowadays. We assure you that answering this questionnaire will not take more than 3 minutes. Your collaboration regarding this topic is valuable and appreciated!

1- Nowadays, many content creators are sharing educational content about the English language on TikTok. As an English Language Learner, what do you think about this concept?

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2- TikTok content creators are sharing information about different aspects of the English language. According to you, which videos are more interesting? The ones about:

- Vocabulary
- Pronunciation
- Writing development
- Grammar
- Autre

3- Some studies argue that TikTok has revolutionised English language learning by introducing innovative and engaging learning methods. Do you think it can replace classroom teaching methods in the future?

- Yes
- No

4- Why do you think people are attracted to TikTok videos about the English language?

The videos are short and simplified.

Use of humour by creators.

Fun challenges that make learning easy and entertaining.

Content creators follow the trends.

Autre

It has been proven that there are significant differences between classroom teaching methods and TikTok teaching methods of English as a Foreign Language. Have you experienced or noticed any difference between the two?

Yes

No

Can you provide an example please?

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You might have found or have been following some educational videos on TikTok about the English language. Can you provide the name of one of your favourite content creators in this area?

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As a future graduate of the English language, do you plan to start creating and sharing content about English on TikTok?

Yes

No

Explain your choice please.

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## ملخص

في السنوات الأخيرة، لم يعد تيك توك مرتبطاً بالترفيه فحسب، بل أصبح يتناول مواضيع شيقة ويتوجه نحو مجالات مهمة، مثل التعليم. وقد ركزت العديد من الدراسات على هذا الموضوع لإظهار فعالية تيك توك في التعليم، مستخدمةً سياقات ومناهج بحثية متنوعة. إلا أن دراسات قليلة ركزت على البيئة الجزائرية. ولهذا السبب، تبحث هذه الدراسة الحالية في وجهات نظر طلاب اللغة الإنجليزية كلغة أجنبية من الجيل Z حول استخدام تيك توك كأداة تعليمية وعملية إنشاء المحتوى. وقد أصبحت المنصة أداة تعليمية، حيث يُنتج العديد من منشئي المحتوى وينشرون محتوى، وخاصةً جوانب اللغة الإنجليزية. وتستكشف هذه الدراسة كيفية عرض منشئي محتوى تيك توك لمحتوهم التعليمي على المنصة. وللإجابة على أسئلة البحث، أُجريت دراسة مختلطة المنهج لجمع البيانات. أدوات جمع البيانات هي استبيان إلكتروني يتكون من أسئلة مفتوحة ومغلقة، طُرح على طلاب الماجستير الأول والثاني من فرعي "الديداكتيك واللغات التطبيقية" و"الأدب والحضارة" في جامعة عين تموشنت-بلحاج بوشعيب، الجزائر. أما الطريقة الثانية لجمع البيانات فهي نسخ مقاطع فيديو تيك توك المختارة. وقد فُحصت البيانات باستخدام التحليل الإحصائي الوصفي، والتحليل الموضوعي، وتحليل الخطاب. أظهرت النتائج أن متعلمي اللغة الإنجليزية كلغة أجنبية لديهم ردود فعل إيجابية حول مفهوم مقاطع فيديو تيك توك التعليمية باللغة الإنجليزية، لكنهم كانوا متشككين في أن يصبحوا منشئي محتوى مستقبليين لا يزالون يستخدمون منهجيات التعلم التعلّمي (GTM) والمنهجيات القائمة على المعلم، في ظل غياب تام لأساليب التدريس الإبداعية، مثل الفصل الدراسي المقلوب أو التعلم القائم على المشاريع. غالبًا ما يستخدم منشئو المحتوى أسلوب التبديل بين الشفريات، ويستخدمون مقاطع جذابة في بداية مقاطع الفيديو لجذب الانتباه. وبينما يُقدّر الطلاب تيك توك كأداة تعليمية مبتكرة، فإنهم لا يزالون يعتبرون الفصل الدراسي مساحة تعليمية مهمة لا غنى عنها. تُظهر هذه النتائج أهمية التدريس في الفصول الدراسية، لكنها لا تستبعد فعالية تطبيق تيك توك كأداة تعليمية في دعم تعليم اللغة الإنجليزية كلغة أجنبية في الجزائر.

## Résumé

Ces dernières années, TikTok n'est plus seulement associé au divertissement. Il aborde désormais des sujets intéressants et s'oriente vers des domaines importants, comme l'éducation. Plusieurs études se sont penchées sur ce sujet afin de démontrer l'efficacité de TikTok dans l'éducation. Elles ont utilisé divers contextes et méthodes de recherche. Cependant, peu d'études se sont intéressées au contexte algérien.

C'est pourquoi cette étude examine le point de vue des étudiants de la génération Z d'anglais langue étrangère sur l'utilisation de TikTok comme outil d'apprentissage et le processus de création de contenu. La plateforme est devenue un outil pédagogique où de nombreux créateurs produisent et publient du contenu, notamment sur des aspects de la langue anglaise. Cette étude explore la manière dont les créateurs de contenu TikTok présentent leur contenu pédagogique sur la plateforme. Afin de répondre aux questions de recherche, une étude à méthode mixte a été menée pour collecter des données. Les instruments de collecte de données sont un questionnaire en ligne composé de questions ouvertes et fermées, adressé aux étudiants de Master 1 et 2 des filières « Didactique et Langues Appliquées » et « Lettres et Civilisations » de l'Université d'Ain Temouchent-Belhadj

Bouchaib, en Algérie. La deuxième méthode de collecte de données est la transcription des vidéos TikTok sélectionnées. Les données ont été analysées à l'aide d'une analyse statistique descriptive, d'une analyse thématique et d'une analyse du discours. Les résultats montrent que les apprenants d'anglais langue étrangère ont des retours positifs sur le concept des vidéos éducatives en anglais sur TikTok, mais qu'ils sont sceptiques quant à leur future création de contenu, qui utilise encore les outils de traduction automatique et les approches pédagogiques, en l'absence totale d'approches pédagogiques créatives, telles que la classe inversée ou l'apprentissage par projet. Les créateurs ont souvent recours à l'alternance de code et utilisent des accroches captivantes au début de leurs vidéos pour capter l'attention. Si les étudiants apprécient TikTok comme un outil d'apprentissage innovant, ils continuent de considérer la salle de classe comme un espace d'apprentissage important et irremplaçable. Ces résultats démontrent l'importance de l'enseignement en classe, mais ne remettent pas en cause l'efficacité de TikTok comme outil d'apprentissage pour soutenir l'enseignement de l'anglais langue étrangère en Algérie.