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**The Impact of Social Media on 2nd year
EFL Students: The Rise of TikTok**

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Abstract

Within the globalization, new trends of using social media or social networking platforms have been recently highlighted. Social media influence people's lives in many aspects including education. The Algerian society is not an exception since, TikTok among other social media is more and more used, especially in the daily interactions of students among them students of foreign languages of Tlemcen. The present dissertation aims at studying the impact of social media on EFL learning more precisely TikTok. The researchers hypothesized that TikTok has a huge influence on the four skills of EFL learners. To valid these hypotheses, 30 questionnaires were given to 12 males and 18 females of LMD2 English students. Additionally, TikTok as a social media platform has been observed. The results obtained were analyzed quantitatively and qualitatively, and revealed that TikTok affects the process of learning of EFL learners. However, it has implications on the development of three learning skills only listening, speaking, and reading.

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List of Abbreviations and Acronyms

E-Commerce: Electronic commerce

L1: First Language

EFL: English as a Foreign Language

WAN: Wide Area Network

FR: French

Insta: Instagram

Snap: Snapchat

L2: Second Language

ENG: English

LMD: Licence, Master, Doctorate

P2P: Peer to Peer

1.1 General introduction

Language is a system that allows people to express their ideas, opinions, and thoughts. Hence, learning a new language pushes human's brain to get familiar with new grammar and vocabulary moreover mastering a set of four capabilities in order to achieve proficiency in four key areas which are listening, speaking, reading, and writing. These skills are interconnected and mutually supportive, allowing individuals to effectively communicate and comprehend target language. Learning English has become a major world concern. Nowadays, English is learned by thousands of people around the world it is taught in primary schools, middle schools, secondary schools, and universities. Thus, there are many others strategies to learn English which may be very effective among them social media, one of the most popular and influential social media applications is TikTok with its short-form videos engaging content it is used by a large population including a considerable number of students as it enables them to connect, collaborate, and share knowledge. It makes learning enjoyable and easy through watching or making videos, it permits students to understand spoken language and extracting meaning from it, producing accurate pronunciation, appropriate vocabulary, and grammatically correct sentences, involving comprehension, inference, moreover expressing thoughts, ideas, and information in written form using correct grammar, vocabulary, and structure.

In recent years, the rise of social media platforms has revolutionized various aspects of society including education. This dissertation aims to address the gap in EFL learning regarding the impact of TikTok on the four skills. It seeks to study if ever TikTok has an influence on EFL learning and whether the influence is positive or negative. The study concerns LMD2 students at the university of Abu-Bakr belkaid, Tlemcen during the academic year 2022-2023.

The general purpose of the current study is to shed light on the effect of TikTok to improve EFL student's skills, at the University of Tlemcen in the academic year 2022/2023. Moreover, to investigate how TikTok can be used as an educational tool.

This study is significant for EFL learners since it deals with an important phenomenon that affects the new generation's daily life which is social media. Moreover, TikTok the most trendy and popular platform among youth. It can be used as an enjoyable learning tool that helps EFL learners in increasing their level degree in the four skills. It may be significant for teachers too, who will hopefully ~~try to~~ involve social media in their classes as a teaching method by allowing their students to connect with them on TikTok by making videos in order to share ideas beyond the classroom wall.

For the purpose of this study, the following questions have been formulated

1. Does TikTok have an impact on EFL learning skills?
2. Is the impact of TikTok positive or negative?
3. Does TikTok improve the four skills of EFL learners?

From these research questions, the following hypotheses have been formulated:

1. TikTok has an impact on EFL learning because it is widely used among teenagers.
2. TikTok has only a positive impact of EFL learning on account of providing learners with authentic English content.
3. TikTok enables the EFL learners to improve their four skills since it combines visuals, audio, and texts.

For the aim of gathering the appropriate data, two different tools are used in order to discover the importance of using social media basing on TikTok to improve students' skills the first one is the questionnaire administered to EFL students, and the second one is an observation that took place on TikTok app.

This dissertation comprises two main chapters. The first chapter entitled Literature review about social media and EFL learning, which provides a whole

overview about social media and TikTok in addition to EFL learners, and the effects they can cause on their learning skills. The second chapter provides the research instruments, an analysis of the data collected and a general discussion of the findings.

CHAPTER ONE: Literature Review about Social Media and EFL Learning

1.1 Introduction

English language serves as a lingua franca; it is a common means of communication between speakers of different native languages. It serves as a bridge language that allows people from diverse linguistics backgrounds to interact and understand each other. It is widely recognized as a global language and is commonly learned as a foreign language by millions of people around the world. Studying a second language concerns mastering the four skills, in order to achieve a certain level of proficiency and fluency, as EFL learning has undergone significant transformations in recent years, largely influenced by the emergence and widespread use of social media such as Facebook, Instagram, and TikTok. Social media platforms have revolutionized the way people communicate, connect, and share information globally. The integration of EFL learning with social media has created new opportunities and challenges for language learners, it provides EFL learners with unlimited resources of authentic written, audio, and video materials in order to supplement their learning process.

This chapter gives an overview of the impact of social media more precisely TikTok on EFL learning. It starts with defining EFL learning and then describes the four skills. It also presents the definition of globalization and the Internet. The chapter includes a brief presentation of social media in general and TikTok specifically and its history. It also sheds some light on the relation between social media and TikTok with EFL learners. Finally, the chapter ends with the impact of TikTok and the advantages offered in the area of EFL learning.

1.2 EFL Learning

English has established itself as a global language. It has already anchored this stage as a single lingua franca across the globe. It is the most widely used language in international communication, including business and science. It is a versatile language that can be used in different contexts, from formal writing and speeches to informal conversations. However English learning refers to the process of acquiring knowledge and skills in the English language by non-native speakers, whether it is through formal education or informal means such as immersion, self-study, or exposure to media in the English language. This includes developing skills in listening, speaking, reading, and writing in English, as well as understanding and using English language structures and vocabulary. English learning can occur in various settings, including classrooms, language schools, online platforms, or through interaction with native speakers.

1.3 EFL Learning Skill

English learning refers to the process of acquiring the knowledge and the skills necessary to communicate effectively in the English language, including the development of the four core language skills which are first, listening and it refers to the ability to understand spoken English and comprehend it at different speeds with various accents. Second, speaking and it is the ability to communicate effectively in English and being able to produce correct pronunciation, grammar, and vocabulary in order to convey meaning to others, third, there is Reading and it refers to understand written texts in English of various genres and levels of complexity, and last, writing which is the ability to produce grammatically correct sentences, paragraphs and texts that effectively communicate the writer's intended message.

1.3.1 Listening skill

Listening is a crucial skill in English that involves being able to hear and comprehend spoken words and sounds in an accurate way. Mine while, "Listening is the key to effective communication and language acquisition. It is through active listening

that learners can comprehend and interpret spoken language in its authentic context." (Richards, 2008, p. 35). This skill involves both physical and cognitive processes that allow an individual to absorb, interpret, and process the information they hear. Effective listening starts with the ability to be attentive to what is being communicated. This means paying attention to the speaker, focusing on their words, tone, body language, and other non-verbal cues that may indicate their intent or emotions. It also involves being aware of the context of the communication, such as the speaker's culture, level of formality, and the purpose of the message. Another critical aspect of listening is the ability to comprehend the meaning of what is being said. This involves having a strong grasp of vocabulary, grammar, and syntax in English, as well as an understanding of the cultural norms and social cues that govern conversation. Good listeners are able to make connections between what they are hearing and their prior knowledge and experiences, enabling them to fully understand the message being conveyed.

Effective listening also requires active engagement with the speaker. This means responding to the speaker in a way that indicates that you are listening and that you understand what is being communicated. This can include providing feedback, such as asking questions, summarizing what has been said, or offering insights that show that you have been actively engaged in the conversation.

Above all, listening is a skill that requires practice and patience. Becoming an effective listener means actively working to develop your skills over time and being open to feedback from others on how you can improve. It also requires a willingness to be present and engaged in the moment, rather than allowing distractions or other concerns to get in the way of effective communication. Ultimately, however, the rewards of being a skilled listener are many, and can include better relationships, improved understanding of complex issues, and greater personal and professional success.

1.3.2 Speaking skill

Speaking is considered as a prominent skill in English as it involves the verbal expression of thoughts, ideas, and emotions in a coherent and understandable manner. Moreover, "Speaking is the bridge between thought and action, allowing learners to express their ideas, opinions, and emotions in the target language." (Nunan, 2003, p.

62). It is an integral part of communication, an essential tool for conveying meaning, and a way of establishing connections with others in a social, personal or professional context. According to Krashen (1982), speaking skill is the result of acquiring and possessing a mental representation of the language. He believes that language acquisition is a subconscious process, and the input that learners receive should be comprehensible, interesting, and relevant.

To become proficient in speaking in English, one needs to acquire several sub-skills, such as pronunciation, intonation, vocabulary, grammar, and fluency. The ability to produce correct and meaningful sentences that convey the intended message forms the basis of effective speaking.

The importance of speaking as a skill in English cannot be overstated, particularly in today's globalized world. English has become the lingua franca of international communication, and proficiency in it can open up a world of opportunities in various fields such as education, business, and diplomacy. However, speaking, as a skill in English, is a complex process that involves not just the production of sounds but the expression of ideas and emotions. It is a crucial component of communication and enables individuals to engage with others and build connections across cultures. As Krashen (1982) highlight that the goal of language acquisition is communication, not perfection, and as such, learners need to focus on building their communication skills and not be afraid of making mistakes.

1.3.3 Writing skill

Writing is a complex verbal communication skill that involves expressing thoughts, ideas, or emotions in written form. It is a crucial ability in English, as it is the primary mode of communication in a vast array of contexts, from personal letters, to academic essays, to professional reports. Writing in English, however, requires not only a mastery of spelling, grammar, and syntax, but also an understanding of the language's cultural and linguistic nuances. According to (Hedge, 2005, p. 112) "Writing serves as a tool for learners to consolidate their understanding of language structure, enhance their creativity, and express their thoughts in a coherent and organized manner. " Otherwise,

Effective writing demands an intricate knowledge of the communicative context, the intended audience, and the purpose of the message. This entails understanding the cultural conventions that govern different forms of writing, such as tone, structure, and register. For instance, writing an academic paper requires a formal and precise tone, logical arguments, and evidence-based claims. Contrastingly, writing a personal blog post calls for an informal and engaging voice, anecdotes, and personal reflections.

Furthermore, writing skills go beyond simply putting words on paper. Great writing involves an ability to craft compelling narratives, create vivid imagery, and use rhetorical devices such as repetition, metaphor, irony, and allusion to convey meaning and emotion. In short, writing is both a technical and artistic skill that involves mastering the rules of the language while also being creative and imaginative in expressing one's ideas. Hence, writing as a skill in English is a vital part of communication that is essential in various personal, academic, and professional contexts. As Pinker pointed out, writing has propelled civilization forward by enabling us to communicate and collaborate with others on a large scale. Thus, it is imperative to develop writing skills, and hone them with practice, guidance, and feedback.

1.3.4 Reading skill

Reading is a fundamental skill that plays a vital role in life of many people. More than that, "Reading is the gateway to knowledge, expanding learners' vocabulary, comprehension, and cultural awareness as they engage with a variety of written texts." (Grabe, 2009, p. 20). It is a skill that involves the interpretation of written words and the analyses of their meaning. Reading is an essential tool for learning, communication, and personal development. It enables us to access information, express our thoughts, and communicate effectively with others. In the English language, reading is a complex skill that involves the ability to decode words, understand the structure and meaning of sentences, understand context, and interpret figurative language. It requires a high level of concentration, attention to detail and the ability to comprehend complex ideas. Reading is not only about being able to identify and pronounce words; it also involves understanding the context and the message the author is trying to convey.

The acquisition of reading skills is essential for academic and career success. A good reading ability helps students to comprehend and retain information, which is needed to succeed in various academic tasks. It also serves as a tool for professional development, allowing employees to gain knowledge and keep up with current trends and practices in their field of expertise. Reading also plays a significant role in personal development. It broadens our perspectives and enables to understand different cultures, lifestyles, and ways of thinking. It allows us to access an endless supply of literature, which is a great source of entertainment and enrichment, thus, it is a skill that is developed over time through practice and attention to detail. as it plays considerable role in the context of globalization. since the world became more interconnected, effective written communication becomes increasingly important for individuals and organizations to navigate global networks, exchange information, and express ideas across cultural and linguistic boundaries.

1.4 Globalization

Globalization is a multifaceted phenomenon that encompasses the increasing interconnectivity and integration of economies, societies, cultures, and institutions across the world. (Ohmae, 1995, p. 9) states that "Globalization has transformed the world into a global village, where communication and information flow rapidly, allowing for the seamless exchange of ideas, technology, and innovation across borders." When examining globalization in the context of technology and the internet, it becomes evident that advancements in these areas have played a pivotal role in shaping and accelerating this global process.

Technological globalization refers to the dissemination and adoption of technology on a global scale. It involves the diffusion of information, knowledge, ideas, and innovations across national borders, leading to the creation of a global network of interconnectedness. Technological advancements, such as the development of the internet, telecommunications infrastructure, and digital devices, have been instrumental in facilitating this exchange. Internet in particular, has revolutionized the way information is accessed, disseminated, and shared globally. It has transformed the world into a vast interconnected network where individuals, businesses, and governments can

communicate, collaborate, and conduct transactions in real-time, regardless of geographic barriers. The internet has facilitated the rapid exchange of ideas, enabling

the growth of online communities, social networks, and virtual platforms that transcend borders.

1.5 Internet

Internet is a global network of interconnected computer networks that spans the entire globe, facilitating the exchange and dissemination of information, communication, and services, hence Tapscott (2014, p. 5) claims that "The Internet has sparked a digital revolution, enabling individuals to create, share, and collaborate on an unprecedented scale, reshaping industries, and fostering innovation. " It is a complex system of hardware, software, protocols, and infrastructure that enables the seamless transmission and sharing of data across diverse devices and platform "With its ability to transcend geographical boundaries, the internet has transformed the world into a global village, connecting people, cultures, and ideas like never before." (Shirky, 2008, p. 19) At its core, the Internet functions on a decentralized model, consisting of millions of interconnected devices, including computers, servers, routers, and other networking equipment. These devices communicate with each other through a standardized set of rules and protocols, most notably the Internet Protocol (IP), which governs the addressing and routing of data packets.

1.6 Social media

Social media refer to the wide range of Internet-based and mobile services that allow users to participate in online exchanges, contribute user-created content, or join online communities "Social media is about connecting and engaging with people, building relationships, and amplifying your message to a wider audience." - Mari Smith hence it concerns a collection of platforms and tools that enable individuals, businesses, and organizations to create, share, and exchange information, content, and ideas with each other thus "Social media has transformed the way we communicate, connect, and share information, creating new opportunities for collaboration, engagement, and the

dissemination of ideas." (boyd & Ellison, 2007, p. 211). It is characterized by its user-generated nature, and its emphasis on user participation, interaction, and collaboration.

The term social media encompasses a wide range of platforms, including social networking sites such as Facebook, Twitter, LinkedIn, and Instagram, as well as blogging sites, video sharing sites, and messaging applications such as WhatsApp, Snapchat, and Tiktok. One of the defining characteristics of social media is that it operates on a two-way communication model, in which users are not just consumers of content but also creators and contributors. This creates a more democratic and participatory public sphere, where individuals can express their views, opinions, and ideas more freely, and engage in conversations and debate with others who share similar interests or concerns. Social

media has also emerged as a powerful tool for businesses and organizations to engage with their customers and stakeholders, and to build brand awareness, loyalty, and reputation. Through social media, companies can communicate directly with their customers, share updates and news, offer customer support, and solicit feedback. However, social media also poses significant challenges and risks, including the spread of misinformation, fake news, and hate speech, as well as the surveillance and data privacy issues arising from the collection and use of user data by social media companies.

1.7 Types of social media

According to BBC News Social media are divided into various types thus being aware of the differences between each type helps the users to engage more effectively however the most popular types are:

1.7.1 Social networks

These platforms are designed to connect people and build online social networks. Users can create profiles, share updates, connect with friends, and join groups. Examples include Facebook, Twitter, LinkedIn, Tiktok and Instagram.

1.7.2 Discussion forums and communities

These platforms provide spaces for users to engage in discussions, ask questions, and share knowledge on specific topics of interest. Reddit and Quora are popular discussion forum platforms.

1.7.3 Image sharing networks

These platforms are centered around sharing and discovering various forms of media content, such as photos, videos, and audio files. Instagram, YouTube, Snapchat, and TikTok are well-known media sharing platforms.

1.7.4 Book marking networks

These platforms enable users to save different ideas, articles and posts which could serve as an inspiration the main purpose of these websites is to discover new content based on new trends. Pinterest, Flipboard, Feedly and pocket are the most popular book-marking networks.

1.7.5 Blogging and publishing networks

These are platforms that host and facilitate the creation, publication, and sharing of written content in the form of blogs, articles, and other written materials. These networks provide tools and services to help individuals or organizations create and manage their content. Here are some popular blogging and publishing networks.

1.7.6 Consumer review networks

Consumer review networks are platforms or websites where customers' reviews of business give users a full perspective of the type of services and products offered sharing their opinions, experiences, and ratings about various products and services. The most known ones are TripAdvisor, Yelp, OpenTable, Google My Business.

1.7.7 Interests based networks

These websites are specialized to share hobbies and unique interests with others for example, an interest-based site could allow people to discuss their favorite books and get recommendations about what to read next. Here are some examples of Interests based networks: Strava Peanut and Goodreads.

1.7.8 Sharing economy networks

Also known as P2P platforms, are online platforms that enable individuals to share or rent out their resources, skills, or services to others in exchange for monetary compensation or other benefits. The most popular are: Yassir; Sokhra; Uber; Earwith.

1.7.9 Social shopping networks

These are online platforms that combine social media elements with e-commerce, creating an interactive and collaborative shopping experience. These networks allow users to discover, share, and shop for products within a community-driven environment.

1.7.10 Video hosting platforms

Video hosting platforms are online services that allow users to upload, store, and share videos with others. These platforms provide the infrastructure and tools necessary to host videos, handle playback, and manage content. Here are some popular video hosting platforms: YouTube; TikTok; snapchat; Vimeo; Instagram.

1.8 TikTok

TikTok is a social media app that allows users to create, share, and view short-form videos. "TikTok has rapidly emerged as a cultural phenomenon, capturing the attention and engagement of millions worldwide through its innovative short-form video format. " (Kümpel et al., 2018, p. 18). Started in China in 2016, TikTok quickly spread globally and became a popular platform for sharing content in various genres, such as music, dance, comedy, beauty, and education. hence TikTok works as a separate app called Douyin in the Chinese market, there are contemporary 700 million people who use this app on a daily basis according to BBC news.

The app features a plethora of editing tools, special effects, and filters that allow users to create dynamic, engaging, and visually appealing videos. TikTok also uses an algorithm that suggests videos to users based on their interests, search history, and activity on the app. This makes it easy for users to discover new content, creators, and trends as (Muller et al., 2021. P. 542) Mentioned "TikTok's algorithmic features, such

as personalized content recommendations and the 'For You' page, have contributed to its viral nature, allowing users to discover and share content based on their preferences and interests." Apart from creating original content, users can also participate in viral challenges, duets, and collaborations with other users.

TikTok is a social media app that allows users to create and share short-form videos. The app was launched in September 2016 by the Chinese tech company Byte Dance. Initially, the app was only available in China under the name Douyin (Georgina Smith, 2021).

However, in September 2017, Byte Dance launched the app internationally under the name TikTok. The app quickly gained popularity, particularly among young people, and by 2018 it had become the most downloaded app in the US. TikTok's success can be attributed to its user-friendly interface, the ability to easily create and share videos, TikTok has also been at the center of controversy due to concerns over user data privacy and its potential impact on young people. In August 2018, the app was banned in India over concerns about its content, but it was reinstated a few months later. In 2020, the app faced a potential ban in the US due to concerns over data privacy, but this was temporarily halted by a court ruling. Despite these controversies, TikTok has continued to grow in popularity. In 2021, it was reported that the app had over 1 billion active users worldwide, and it has become an important platform for social media influencers and businesses looking to reach a younger audience. (Johana Bhuiyan, 2022).

1.9 EFL learners and social media

Social media has become an integral part of modern student life, as it provides them with several ways to connect virtually with the world from family, friends' peers and teachers to members of interest groups and even strangers as (Junco, 2015, p. 20) mentioned "Social media platforms offer EFL learners opportunities for authentic

language use, interactive communication, and exposure to a variety of English language content". However, their use of social media depends on their interests, communities, friends and field of study that is to say that it differs from an individual to another.

However social media can emerge as an effective learning strategy as it is mentioned "The integration of social media in EFL learning environments can foster collaborative learning, provide additional language input, and enhance learner motivation and engagement." (Ozkan & Koseler, 2009, p. 162) It means that it differs from an individual to another hence social media are used for clear purposes such as;

- Networking with others in their field of study or with similar interests;
- Many social media platforms offer educational resources, tutorials, and online courses that students can access for free or at a reduced cost;
- Permit students to showcase their work, such as projects or research, and gain recognition for their efforts;
- Allowing students to create an online presence and to expose their skills, interests, and accomplishments;
- It is a convenient way for students to stay informed about current events, news, and trends;
- It can be helpful for research projects, essays, and staying up-to-date in their field of study.

Overall, social media can be a powerful tool for students if used effectively and responsibly. It can provide opportunities for connection, learning, and personal growth.

1.10 EFL Learners and TikTok

TikTok, a popular social media platform, has been increasingly used by EFL learners to improve their language skills. TikTok allows users to create short videos that can be a way for language learners to practice their pronunciation, vocabulary, and fluency. Learners can also watch videos created by native speakers and other language

learners to observe authentic language use, learn slang, and explore cultural references. Many EFL teachers have started incorporating TikTok into their lessons to engage students and provide authentic language input. Teachers can assign tasks such as creating TikTok videos related to a specific topic or using TikTok as a tool for listening and comprehension activities.

However, some experts have raised concerns about the quality and accuracy of the language being used on TikTok, as many videos may contain errors or non-standard language use. Therefore, it is important for EFL learners to also seek out other sources of language input, such as books and authentic media, and to consult with their teachers for guidance and feedback on their TikTok activities.

TikTok can have a positive impact on English learning, especially for students who are learning English as a second language. Here are some ways TikTok can help with English learning:

Language Practice: TikTok provides an opportunity for students to practice their English language skills through listening and watching short videos. They can also create their own videos and practice speaking and writing in English.

Vocabulary: Students can learn new English vocabulary through TikTok videos. They can also explore videos related to their interests and learn specialized vocabulary related to those topics.

Pronunciation: TikTok provides a platform for students to listen to English speakers and practice their pronunciation. They can watch videos of native speakers or other English learners and try to imitate their accent and pronunciation.

Cultural Exposure: TikTok offers an opportunity for students to learn about English-speaking cultures and traditions. They can explore videos related to food, music, holidays, and other aspects of culture, and learn new English vocabulary and expressions.

Engaging Content: TikTok videos can be engaging and entertaining, which can motivate students to learn English. They may be more likely to practice English if they find the content interesting and enjoyable.

Hence, TikTok can be a useful tool for English language learners to practice their skills and learn new vocabulary and expressions. However, it is important for students to use the app responsibly and to supplement their learning with other resources such as textbooks, language classes, and language exchange programs.

1.11 Conclusion

To concluded social media has already made an impact on education, especially in EFL learning, in just less than five years of its existence. It has definitely revolutionized the way students communicate today. Social media contains motivating and enjoyable activities that make EFL students' interaction with the language easier and more useful. The integration of social media with EFL learning has transformed language acquisition, providing learners with authentic language input, collaborative learning opportunities, and access to a vast array of resources. EFL learners can engage in interactive language practice, expand their language skills, and connect with a global community of language enthusiasts. However, it is important for learners and educators to approach social media as a complementary tool to formal language instruction and remain critical of the information shared to ensure accurate language development. Dealing with social media or with Tiktok will help EFL learners to develop the four skills in order to communicate more effectively in the English language, to understand spoken English language, to understand written texts, and the ability to produce a correct sentence.

CHAPTER TWO: DATA COLLECTION AND DATA ANALYSIS

2.1 Introduction

The present research represents the investigation of what have been mentioned in the theoretical part concerning exploring the impact of social networks particularly TikTok on EFL learners basing on their four skills. To serve the needs of the hypotheses suggested, researchers deal with the presentation and analysis of the gathered data that was collected through a questionnaire and an observation, The researchers aim at exploring the effects of social networks on EFL learning and whether the effect concerns the four learning skills or not.

The first part of this chapter is the methodology, researchers will try to define methodology, to describe the research design and data collection with its instruments then the objective and the explanation of the sample's choice and finally analyzing all the data that was gathered to interpret it later on.

2.2 Methodology

Methodology outlines the steps and procedures that researchers follow to collect data, select participants or samples, apply research instruments or techniques, analyze data, and draw conclusions. It helps ensure that research is conducted in a systematic, organized, and ethical manner, while allowing for replication and verification of the study by others. "Methodology refers to the systematic and theoretical framework that guides the research process, including the selection and application of research methods, data collection procedures, and data analysis techniques." (Creswell, 2014, p. 18)

The choice of methodology or research methodologies depends on various factors, including the nature of the research topic, research goals, available resources,

and the type of data being collected. Here are some commonly used research methodologies: Experimental Methodology, Survey Methodology, Qualitative Methodology, Case Study Methodology, Mixed Methods.... Researchers carefully select the most appropriate methodology to ensure validity, reliability, and ethical considerations in conducting their studies.

2.3 Research Design

Research design refers to the overall plan or strategy that outlines how a research study will be conducted. It provides a blueprint for researchers to address their research questions or objectives effectively and efficiently in order to be objective and accurate in answering questions. According to Selltiz et al (2012) "A research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure." However, to obtain a decent design, some basic characteristics or key components should be provided such as flexibility, appropriateness, efficiency, and economy.

As a result, this work involves a descriptive research design that employs case study research and uses both qualitative and quantitative data collection methods (mixed approach). Case study research gives the opportunity to the researcher to study, understand, and explain a phenomenon in the appropriate contextual setting. As Yin (2003) states that "A case study is an empirical study that investigates a contemporary phenomenon in a depth and within its real life context".

The main reasons for opting case study are In-depth Understanding, Unique Cases and Flexibility and Adaptability investigations of learners' attitudes over to learning skills of English language in a social media context by EFL learners. The questionnaire was employed by the researcher with students, and data was gathered through observation on TikTok.

2.4 Data collection

Data collection refers to the process of gathering information or data for research purposes. It involves systematically collecting relevant and reliable data to address the research objectives or answer research questions. Data collection is a crucial step in the research process as it provides the raw material that will be analyzed and interpreted to draw conclusions and make informed decisions. It is also defined as "Data collection involves the systematic gathering of information or evidence to address research questions or objectives, using various methods and techniques." (Bryman, 2016, p. 65).

2.5 Data Collection Instruments

Various data collection instruments can be employed depending on the nature of the research and the type of data to be gathered. These instruments can be questionnaires, interview guides, observation checklists, or measurement scales. It is essential to ensure that the instruments are valid and reliable for the intended purpose. This study employed two of the aforementioned techniques' instruments: a questionnaire with LMD2 students at Abou Bakr Belkaid University of Tlemcen and an observation on TikTok.

2.6 Questionnaire development

The questionnaire is one of the most widely used methods for collecting data, it is a research tool or a survey instrument that consists of a set of questions designed to collect data or gather information from individuals such as demographic details, opinions, attitudes, behaviors, preferences, and more depending on the topic under investigation. It is a common method used in various fields such as social sciences, market research, psychology, etc. Hence, (Gillham,2008, p65) says that the "Questionnaire is just one of a range of ways getting information from people usually by posing direct or indirect questions." It is a set of written questions targeting a particular population and used to collect quantitative and qualitative data. Quantitative

data refers to information that can be measured and expressed numerically. It involves collecting data in a structured and standardized manner. However, qualitative data refers to non-numerical or descriptive information. It aims to understand people's experiences, perceptions, beliefs, motivations, and behaviors in a holistic and subjective manner. Both types of data have their strengths and are often used in combination to provide a comprehensive understanding of research questions or phenomena.

When designing a questionnaire, it is important to consider factors such as clarity of the questions, order and flow of the questions, avoiding biased or leading questions, and ensuring that the questionnaire is not too long or burdensome for respondents. The collected data can then be analyzed and interpreted to gain insights and draw conclusions based on the research objectives.

2.6.1 Types of Questionnaires

There are several types of questionnaires that can be used depending on the research objectives and the type of data being collected. Here are some common types of questionnaires:

2.6.1.1 Structured Questionnaire :

This type of questionnaire consists of closed-ended questions with pre-determined response options. Respondents choose from a list of options provided, such as multiple-choice questions, rating scales, or Likert scales. Structured questionnaires are useful for collecting quantitative data that can be easily analyzed and compared.

2.6.1.2 Unstructured Questionnaire:

In contrast to structured questionnaires, unstructured questionnaires contain open-ended questions that allow respondents to provide detailed and subjective answers in their own words. Unstructured questionnaires are often used in qualitative research to gather in-depth insights, opinions, and personal experiences.

2.6.1.3 Semi-Structured Questionnaire :

A semi-structured questionnaire combines elements of structured and unstructured questionnaires. It includes a mix of closed-ended and open-ended questions. This type of questionnaire allows for some standardized responses while also providing flexibility for respondents to elaborate on their answers.

2.6.2 Types of questions

There are two different types of questions that can be used in a questionnaire or survey: open-ended and closed-ended questions. The choice of each type is determined by the research aims and the nature of the data that must be gathered.

2.6.2.1 Closed-Ended Questions:

These questions are a type of question in which respondents are provided with a specific set of response options from which they can choose their answer. These response options are typically predefined and limited in number. The purpose of closed-ended questions is to gather specific and structured data that can be easily categorized, analyzed, and compared. By providing predetermined response options, closed-ended questions facilitate data collection and quantification, making it easier to draw statistical conclusions and identify patterns or trends.

2.6.2.2 Open-ended questions :

They are type of question in which respondents are given the freedom to provide detailed and unrestricted responses in their own words. These questions do not restrict respondents to predefined answer choices and allow them to express their thoughts, opinions, experiences, or ideas more fully. They are valuable for gathering qualitative data and capturing nuanced and rich insights. Moreover, they can provide in-depth information, uncover new perspectives, and offer a deeper understanding of the respondent's viewpoint.

2.7 Observation development

It is a direct and firsthand approach to gathering information about people, objects, or situations, and it can provide valuable insights into behaviors, interactions, and contextual factors. Also, «Observation involves systematically watching and recording behavior, events, or phenomena in their natural settings, providing rich and detailed qualitative data." (Merriam, 2009, p. 38). Thus observation is used to collect data in various research fields and disciplines, including social sciences, psychology, anthropology, and education. It can be employed for different purposes, such as describing behaviors, exploring patterns, testing hypotheses, or generating new research questions. Hence, it typically takes place in the natural environment or real-life context where the behavior or phenomena of interest naturally occur. This setting allows researchers to observe behaviors and interactions as they naturally unfold, without artificial manipulation.

2.7.1 Categories of observation

An observation during research conducting can be categorized into various types based on the purpose, context, and methodology. Here are some common categories of observation: the disguised and the undisguised, the structured and the unstructured observation and participant and the non-participant.

2.7.1.1 Disguised and the undisguised

The disguised observation refers to the method of observing individuals or groups without their knowledge or awareness that they are being observed. The researcher blends into the natural setting and behaves as an ordinary participant or observer, without disclosing their true identity or purpose. Disguised observation is often used when it is essential to capture genuine, unaltered behavior that might otherwise be influenced by the participants' awareness of being observed. However, undisguised observation, also known as open observation or non-disguised observation, involves openly observing individuals or groups with their knowledge and consent. In undisguised observation, participants are aware that they are being observed and

understand the purpose of the observation. The researcher may make their presence known, explain the study objectives, and obtain consent from participants.

2.7.1.2 Structured and the unstructured

Observations can be structured or unstructured. In structured observation, researchers have pre-determined categories or checklists to record specific behaviors or events. In unstructured observation, researchers have more flexibility and can freely observe and record a wide range of behaviors, interactions, and contextual details.

2.7.1.3 participant and the non-participant

Researchers can choose to be either participant observers (actively participating in the observed setting) or non-participant observers (observing from a distance without direct involvement). The choice depends on the research objectives, ethical considerations, and the level of interaction desired.

In the present research, the disguised, structured and non-participant observation. In which, the researcher observed on TikTok examining the videos, the users and the audience for the aim of gathering qualitative data.

2.8 Sample description

A sample refers to a subset of individuals, items, or events that are selected from a larger population for research purposes. It represents a smaller, manageable group that researcher's study in order to make inferences or draw conclusions about the larger population from which the sample was drawn.

In this research, the first sample chosen is the second year EFL students at the University of Tlemcen Abu Bakr Belkaid during the academic year 2022/2023. Due to the observation, the influence will be noticed in a better way on this generation which is very active on social media especially on TikTok. The sample includes (30) students males and females who responded to the questionnaire, they were chosen among the total number of (120) student. However, the second sample refers to the TikTok users who watch/make videos in English.

Moreover, various sampling techniques are available. The choice depends on the research objectives, resources, and constraints. Common sampling techniques include random sampling, stratified sampling, cluster sampling, convenience sampling, and purposive sampling. The Cluster sampling technique is used which involves dividing the population into clusters or groups and selecting a few clusters randomly for data collection, it is useful when it is impractical or costly to sample individuals directly. Also, the purposive sampling which is based on the selection of participants who meet specific criteria or possess certain characteristics relevant to the research objectives. This technique is often used in qualitative research or when specific expertise or knowledge is required.

2.9 Procedures

The printed questionnaires were handed out to the students, and they were requested to reply to them objectively. The students consist of 30 second year LMD students divided into 18 females, and 12 males. The professionally printed and structured questionnaire contained simple items for the large number of students, although a few students requested further clarification regarding the research being conducted. It was observed that the majority of students felt relaxed while answering the questionnaire. All students' answers were carefully analyzed and documented as arguments to justify the research data, with no exceptions. Additionally, observations were conducted on TikTok to record results from a real setting. The influences of TikTok on EFL learners' levels of proficiency in the four skills of the English language were investigated, as well as whether it had a positive or negative impact on them. The data collected from the students' questionnaires and observations were analyzed to summarize the results of this study.

2.10 Data Analysis Process

Data analysis is the process of inspecting, cleaning, transforming, and interpreting raw data to uncover patterns, discover relationships, and extract meaningful insights. It

involves applying statistical, mathematical, or computational techniques to organize, summarize, and analyze data in order to draw conclusions or make informed decisions.

(Marshall and Rossman, 1989, p.111) stated that "Data analysis is the process of bringing order, structure, and meaning to the mass of collected data. It is a messy, ambiguous, time-consuming, creative, and fascinating process. It does not proceed in a linear fashion; it is not neat".

The main purpose of data analysis is to obtain a deeper understanding of the data and derive actionable information or knowledge from it. Furthermore, there are numerous other goals for data analysis:

- Describe and Summarize Data;
- Identify Patterns and Relationships;
- Test Hypotheses and Make Inferences;
- Predict and forecast;
- Support Decision-Making and Problem-Solving;
- Generate Knowledge and Contribute to the Field.

In the present study, a qualitative analysis will be conducted on the data collected from the observation made on TikTok, specifically examining the videos, which will be discussed. In contrast, the questionnaire data will be quantitatively analyzed and expressed in numerical representations and graphs. Both qualitative and quantitative methods were employed to collect data in order to gather more reliable data and obtain useful and relevant information.

2.10.1 Qualitative Data Analysis

Qualitative data analysis is used to analyze non-numerical data such as text, images, audio, or video. It aims to interpret and derive meaning from qualitative data, often obtained through methods like interviews, focus groups, observations, or open-ended survey responses.

2.10.2 Quantitative Data Analysis

Quantitative data analysis is used to analyze numerical data obtained through structured research methods like surveys, experiments, or numerical observations. It involves applying statistical techniques to draw conclusions and make inferences from the data.

2.11 Analysis of the student's questionnaire

The students' questionnaire is designed to provide data concerning the students, their learning situation and their attitude towards using social media especially TikTok for improving their four skills. The questionnaire is made of 15 items. The questionnaire consists of 15 mixed questions, open-ended, close-ended and multiple choices questions where the participants are 30 asked to tick the appropriate answers, and open-ended questions where they are given the chance to provide their own answers or justification. The questionnaire includes items that organized in two sections, each section intended to investigate and provide particular information.

The first section: General information (Q1-Q5) the aim of this section is to give the general information about the participant such as gender, their English level, their four skills...

Question Item 1: Specify your gender.

- a. Female
- b. Male

This question is designed to determine the gender of the participants, thereby facilitating an evaluation of whether boys and girls possess equal familiarity with TikTok.

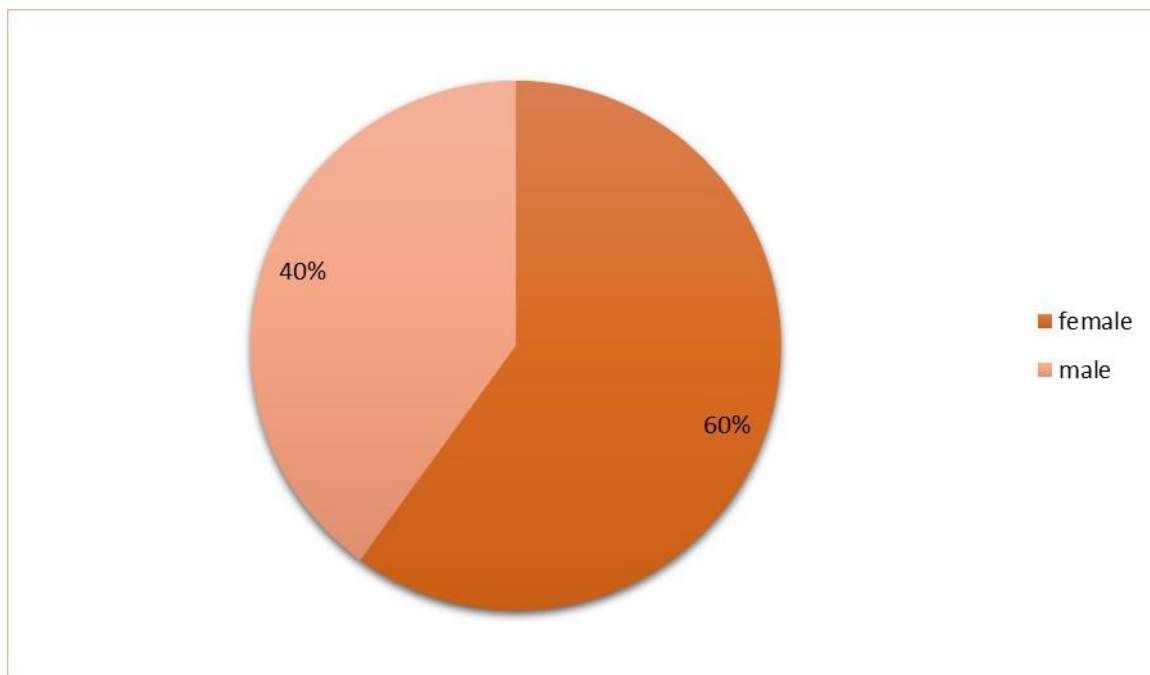


Figure 1 : Students' gender

The study included a total of 30 student participants. According to the graph provided, there were 12 male participants, accounting for (40%) of the total sample, and 18 female participants, representing (60%) of the total sample.

Question Item 2: What language do you master better in addition to your mother tongue?

- a. English
- b. French
- c. Other

The relative position of the English language according to the participants can be ascertained through understanding the proficiency of LMD 2 students in different languages after their L1 acquisition.

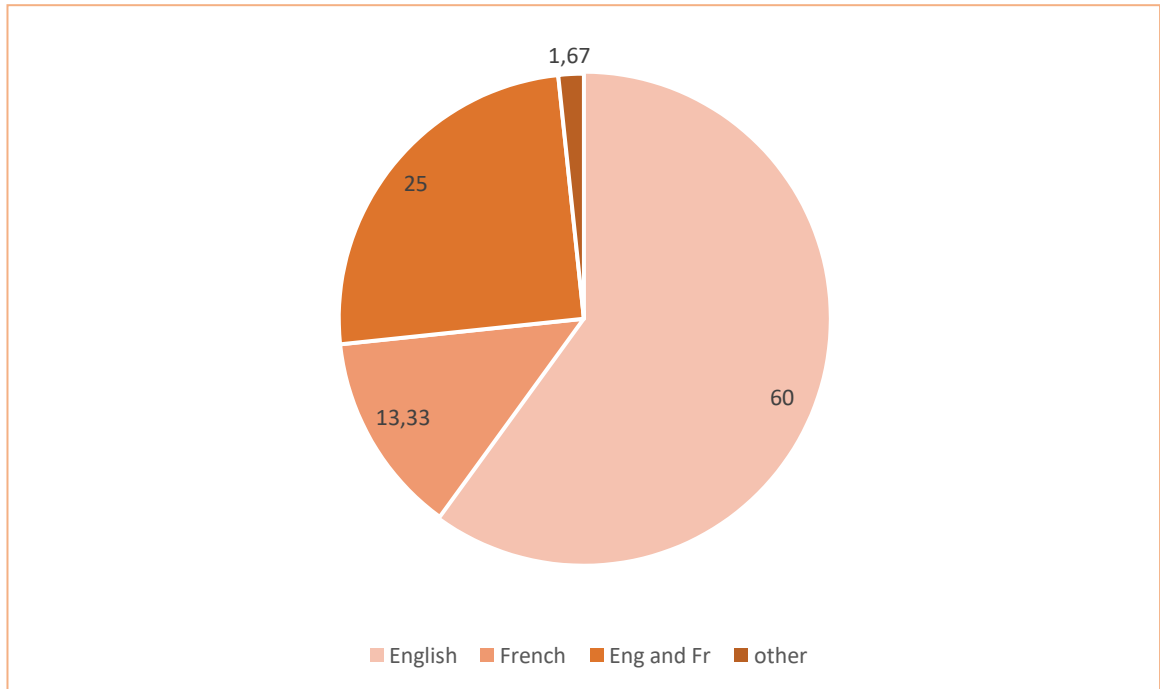


Figure 2 : L2 mastery

According to the results, a majority of the students (60%) consider English to be the language they have mastered the most after their mother tongue, which is Arabic. A smaller portion of the sample (13.33%) reported French as their second language (L2). Interestingly, (25%) of the population indicated that they were unable to distinguish between English and French, suggesting a lack of separation between the two languages. Moreover, a minority (1.67%) of the students reported proficiency in other languages, such as Spanish.

Question Item 3: Why have you chosen to study English?

- a. To get a job
- b. To travel
- c. It is trendy
- d. Other

The aim of this question is to investigate the factors influencing the choice of English as a preferred language of study among EFL learners, as opposed to alternative languages such as French or Spanish.

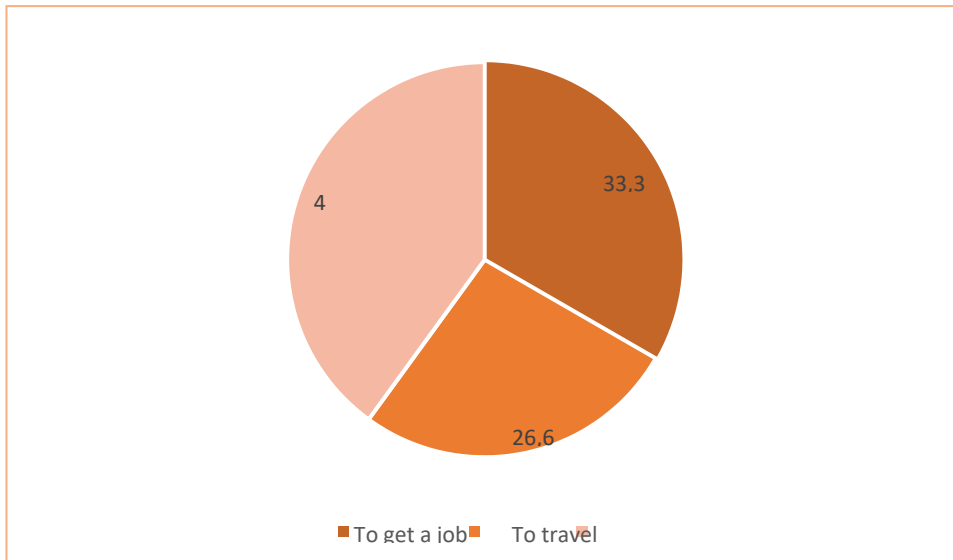


Figure 3 : Students' aim to study English

The figure shows that (33, 33%) of the students have chosen English language, in order to get a job. While (26,67%) of students need it to travel, however the majority (40%) have chosen English for other reasons some of them mentioned that they love it some others because they master it... These results ensure that most EFL students did not study English because it is trendy but because it fascinates them.

Question Item 4: How do you consider your English level?

- a. Very good
- b. Good
- c. Average

d. Poor

This question item aims to gauge the students' perceptions of their proficiency level in the English language. It seeks to gather their subjective opinions and self-assessments regarding their own English language skills. It provides an opportunity for students to reflect on their linguistic competence and express their thoughts on their current level of proficiency in English.

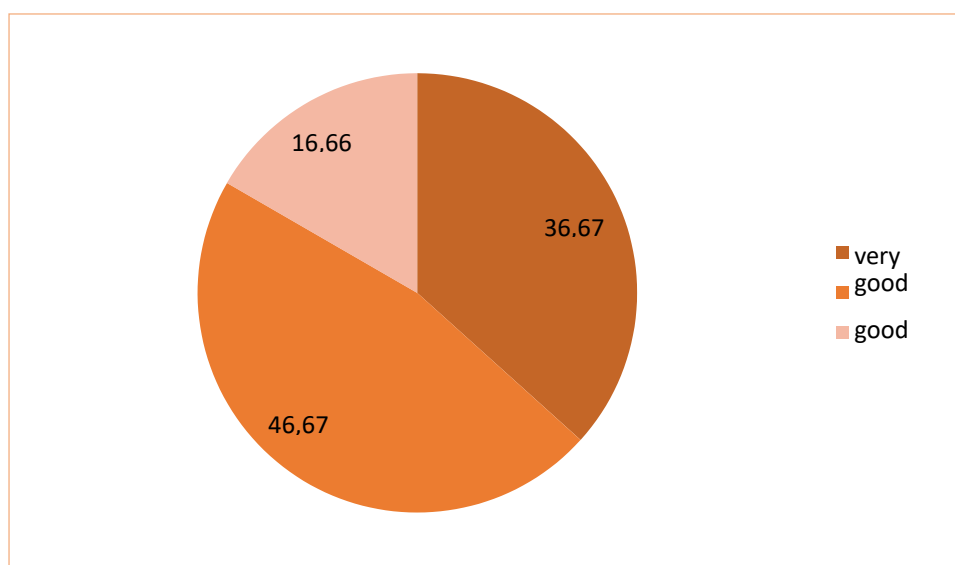


Figure 4 : Students' English level

The findings from the survey indicate that among the participating students, the majority (36.67%) perceive their English level as "very good." Additionally, a significant portion (46.67%) of the students consider themselves to have a "good" level of English proficiency. In contrast, a smaller percentage (16.66%) of the students perceive their English level as "average."

Remarkably, none of the EFL learners claimed to have a "poor" level in English, suggesting a generally positive perception of their language skills. These results

highlight the diversity of English proficiency levels among the students, ranging from very good to average.

Question Item 5: Choose your most mastered skill according to your English level?

The participants were asked to rate their most mastered skill in English on a scale or by providing a specific response. The purpose was to determine which aspect of English language proficiency they considered themselves to excel in the most, such as speaking, listening, reading, or writing. This question allowed participants to reflect on their own abilities and provide their self-assessment regarding their highest level of mastery in a particular skill.

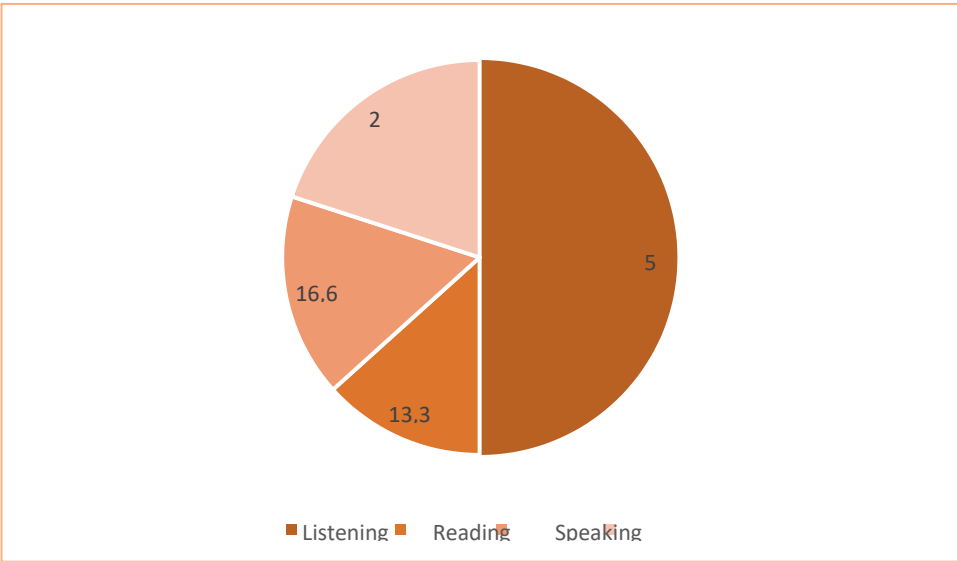


Figure 5 : Most mastered skill according to students' English level

The findings from the study reveal interesting insights into the participants' self-perceived strengths in different English language skills. Approximately half of the students (50%) consider their listening skills to be their primary strength. This indicates that they feel confident in their ability to comprehend spoken English and

understand audio materials effectively. On the other hand, a smaller percentage of participants (13.33%) perceive themselves to be proficient in reading. This suggests that they have developed strong reading comprehension skills and are comfortable engaging with written English texts. In terms of speaking abilities, (16.67%) of the participants express confidence in their speaking skills. This indicates that they feel capable of expressing themselves verbally and communicating effectively in English. Lastly, (20%) of the participants prioritize their writing skills, suggesting that they perceive themselves as proficient in expressing their thoughts and ideas in written form.

The second section: EFL students' and social media (Q6-Q15): the aim of this section is to gather information about students and their use of TikTok, and the relation between TikTok and the four skills of an EFL learner.

Question Item 1: How did you learn English?

- a. school
- b. social media
- c. Tv
- d. Other

This question seeks to understand the sources or environments where the students acquired their English language skills. The purpose of the question is to gather information about the various learning contexts and experiences of the students.

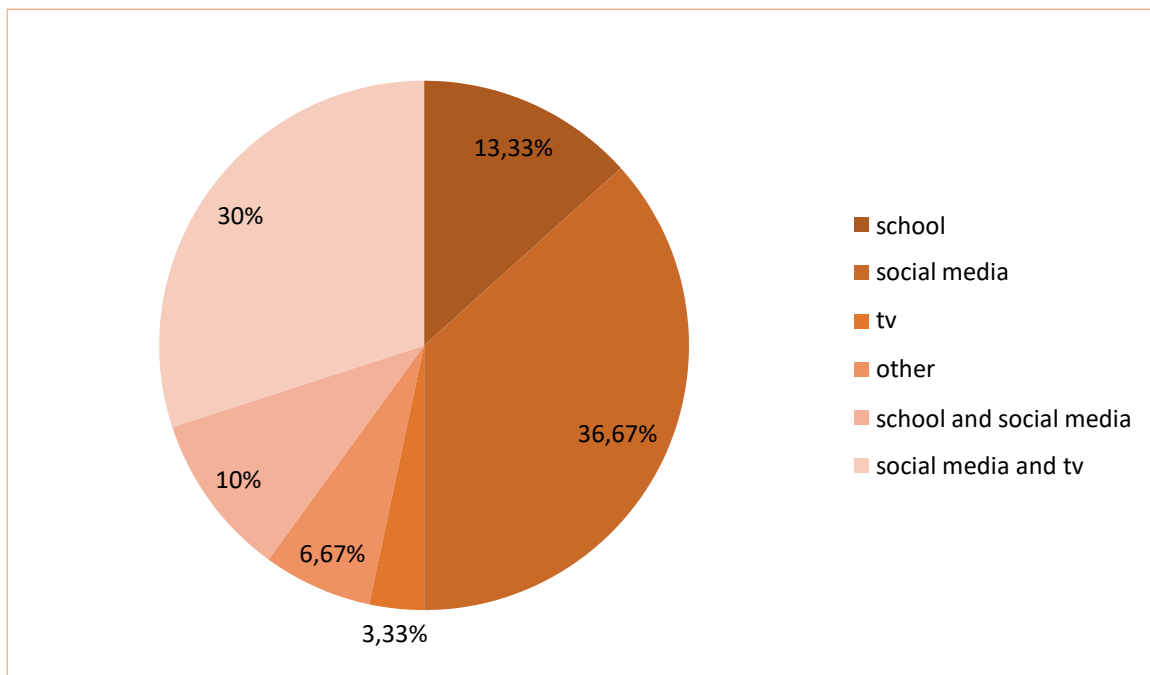


Figure 6 : Strategies used to learn English

Based on the responses of the informants, it was found that (13.33%) of them reported learning English through school or university courses. A smaller percentage, (10%), indicated that they learned English through a combination of school and social media. In contrast, a majority of (36.67%) revealed that they learned English solely through social media. Furthermore, (30%) admitted to learning English through both social media and television, while (3.33%) specifically mentioned television as their source of learning. Lastly, (6.67%) of the informants mentioned other factors contributing to their English language acquisition, such as music and early exposure to the language.

Question Item 2: What are the social media platforms that you use?

- a. Facebook
- b. Tiktok
- c. Snapchat

d. Other

In this study, participants were asked to provide information about the social media platforms they actively use as part of their daily activities. The purpose of this query was to gather data on the specific social media platforms that are popular among the participants and are integrated into their daily routines.

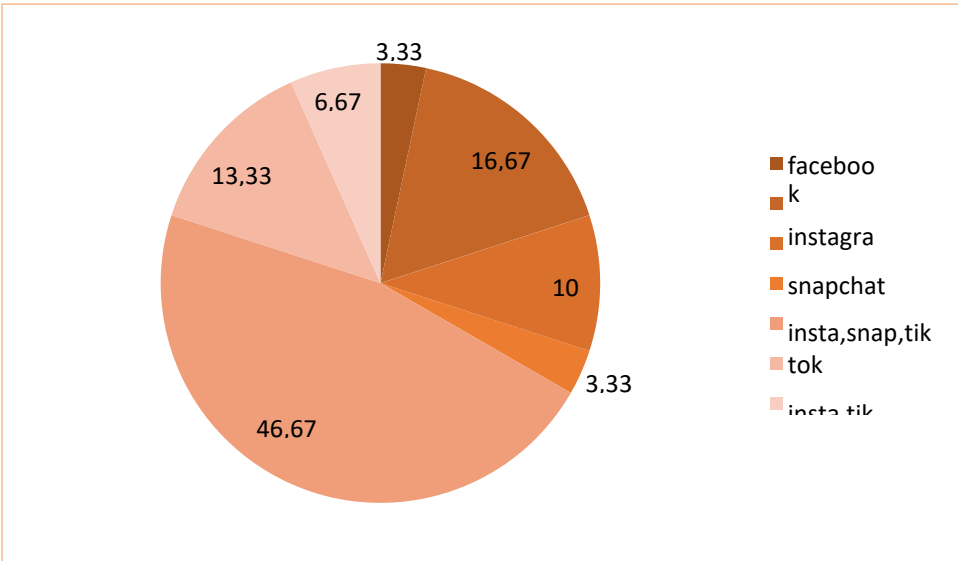


Figure 7 : Social media platforms used by students

Regarding the findings, a mere (3.33%) of the participants reported utilizing Facebook as their preferred social media platform. In contrast, (10%) exclusively favored TikTok, while a substantial (46.67%) expressed their preference for Instagram, Snap, and TikTok collectively. Furthermore, (13.33%) indicated their use of both Instagram and TikTok. In terms of voting, (16.67%) of respondents endorsed Instagram, while 3.33% favored Snap. Lastly, (6.67%) of the participants selected both platforms.

Question Item 3: If you use TikTok do you use it as a:

- a. Watcher
- b. Video maker
- c. Both

The objective of this inquiry is to ascertain the primary role or purpose for individuals' involvement with the social media platform TikTok. TikTok is widely recognized for its concise video format, where users have the option to either consume content generated by others or actively contribute by creating and sharing their own videos.

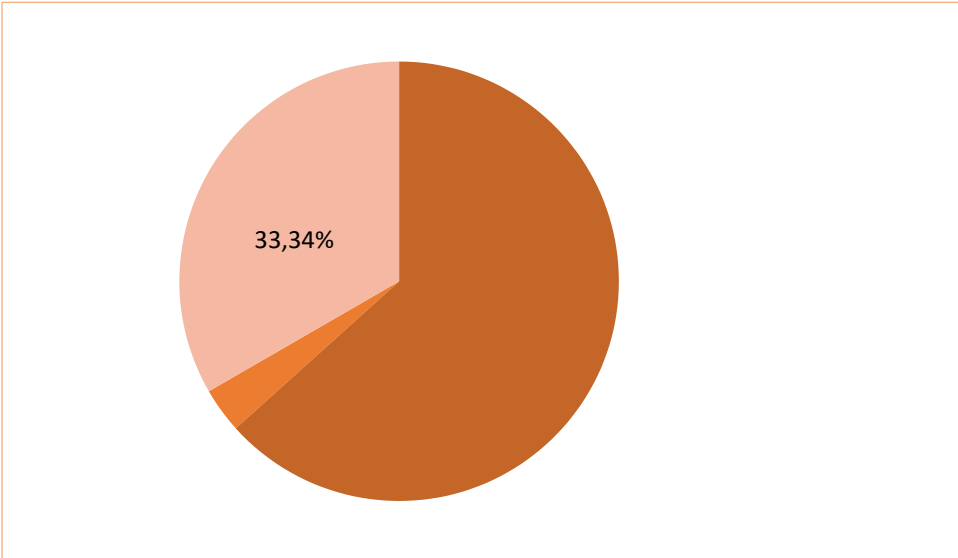


Figure 8: Users of TikTok

This question's purpose aims to differentiate between individuals who assume the role of viewers and those who adopt the role of creators on TikTok. The results reveal that a significant majority of (63.33%) comprises individuals who predominantly utilize TikTok as a means to passively consume and appreciate videos crafted by others. On

the other hand, a mere (3.33%) represents individuals who actively engage in the creation and dissemination of their own videos on the platform. These creators often participate in video challenges, showcase their unique talents, or exhibit their creative abilities. Notably, (33.34%) encompasses individuals who engage in both watching and creating videos, exhibiting a balanced involvement on TikTok.

Question Item 4: If you are a TikTok user how often do you use/make videos in English?

- a. Always
- b. Often
- c. Sometimes
- d. never

The purpose of this question is to ascertain the degree to which TikTok users interact with videos in the English language. The objective is to gather information regarding the frequency of consuming or creating content in English on the platform.

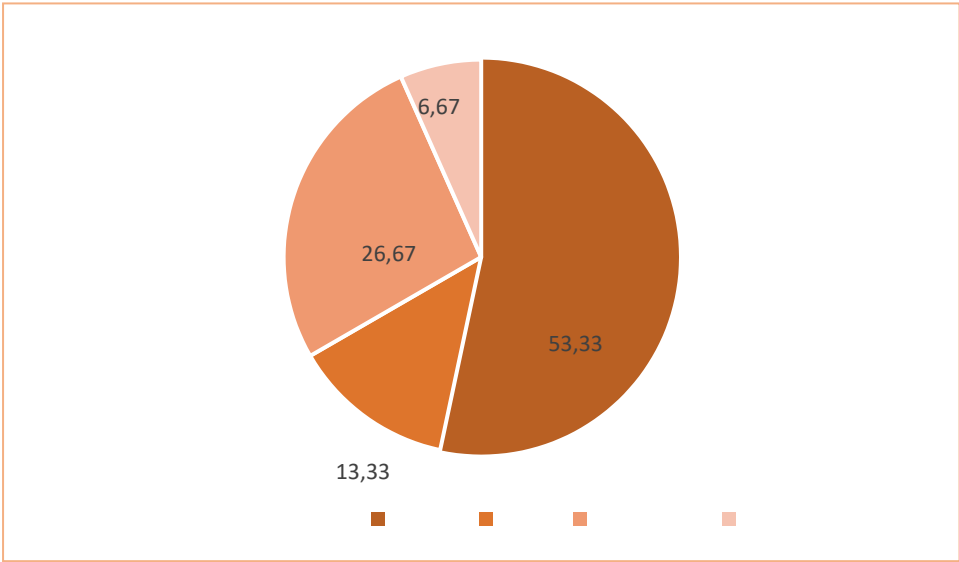


Figure 9 : Frequency of using TikTok in English

Based on the findings, it was revealed that a majority of (53.33%) of the participants consistently selected the option "Always" when asked about their engagement with videos in the English language on TikTok. Additionally, (13.33%) indicated a frequent engagement, choosing the option "Often." Furthermore, (26.67%) reported engaging with English-language content on TikTok occasionally, opting for the response "Sometimes." Lastly, a minority of only (6.67%) stated that they never engage with videos in the English language on the platform.

Question Item 5: does TikTok have an influence on you Eng learning?

This question aims to explore the impact of TikTok, on the English language learning process. It seeks to understand whether TikTok contributes to an individual's acquisition or improvement of English language skills.

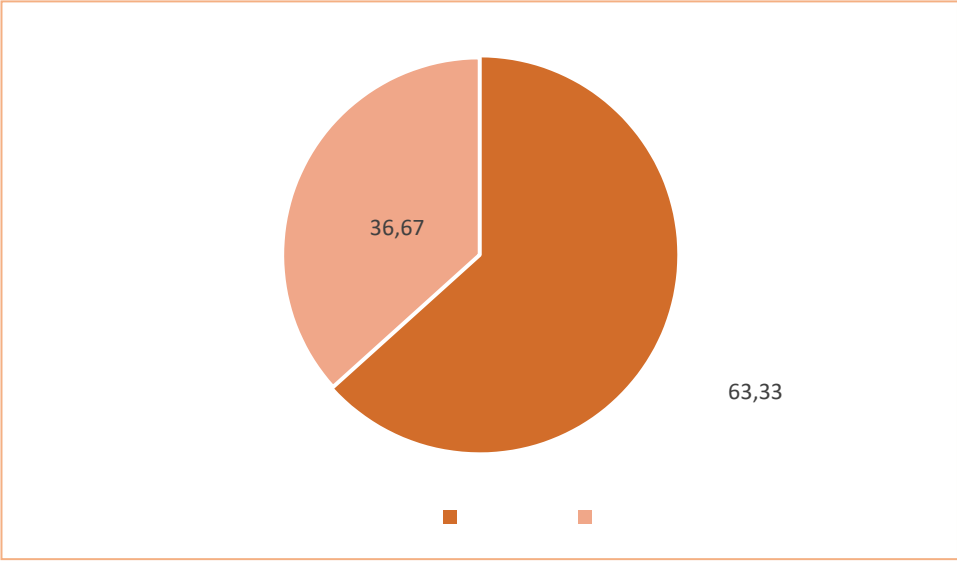


Figure 10 : Influence of TikTok on English learning

Regarding the findings, a noteworthy majority of (63.33%) ascribe a significant influence to TikTok in their journey of learning English. They perceive that TikTok has played a substantial role in enhancing their language skills. Conversely, a minority of (36.67%) do not perceive TikTok as having any influence on their English learning. They do not believe that utilizing TikTok contributes to the improvement of their language skills.

Question Item 6: Do you think that Tiktok helps in improving your listening skill? if yes comment

This question aims to explore individuals' perspectives on the impact of TikTok on their listening skills, specifically whether they believe that using TikTok has an influence on their ability to understand and comprehend spoken language.

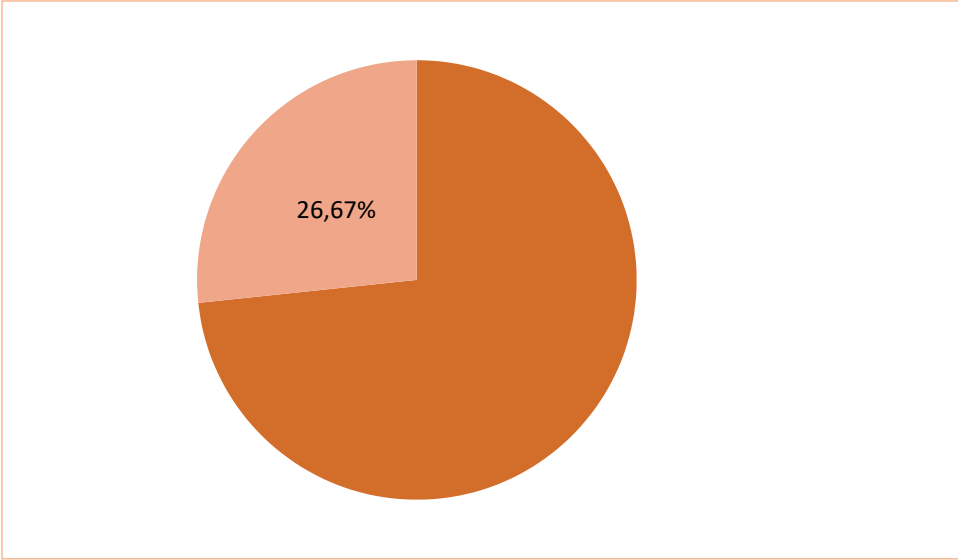


Figure 11 : Impact of TikTok on listening skill

The findings reveal that (26.67%) of the informants reported no discernible impact of TikTok on their listening skills. Conversely, a majority of (73.33%) agreed that TikTok positively influenced their listening abilities. They mentioned that their

listening skills improved by engaging with various audio content such as music, sounds, native speakers' conversations, instructional videos by teachers, and similar sources.

Question Item 7: Do you think that TikTok contributes in rising your speaking skill? if yes comment

The purpose of this question is to investigate the viewpoints of students regarding the impact of TikTok on their speaking skills. By analyzing the responses to this question, valuable insights can be gained regarding the perceived effectiveness of TikTok as a tool for improving speaking abilities, as well as the potential benefits it offers for language learners. Respondents are encouraged to provide comments or examples to support their viewpoint on the matter.

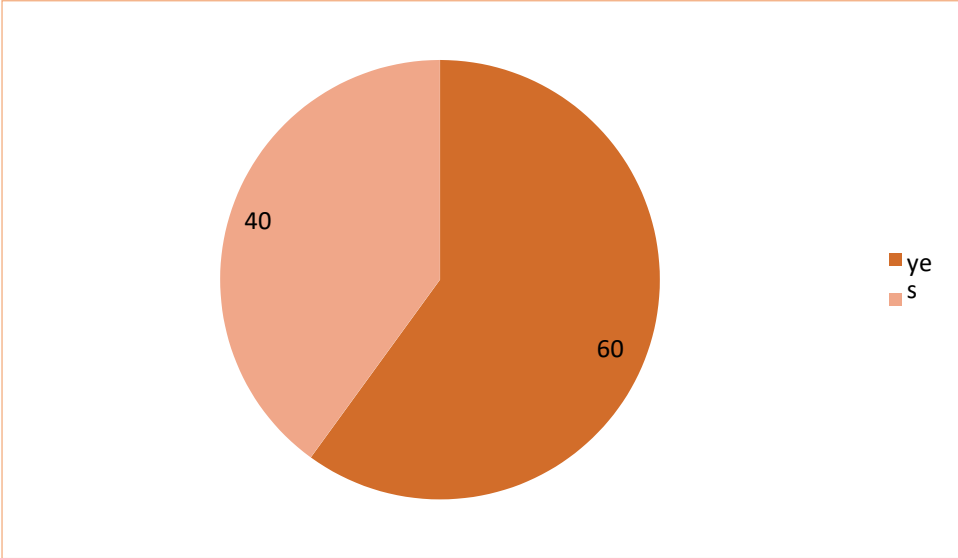


Figure 12 : Influence of TikTok on speaking skill

Based on the results, (40%) of the informants expressed a negative view regarding the impact of TikTok on their speaking skills. Conversely, the remaining (60%) consisted of students who believed that TikTok had a significant influence on their speaking abilities. This group highlighted specific examples of how utilizing TikTok aided them in enhancing aspects such as pronunciation, fluency, and confidence in speaking English.

Question Item 8: In your opinion does TikTok improve your reading skill? if yes comment

The objective of this question is to investigate the extent to which individuals perceive TikTok as contributing to the enhancement of their reading skills. The aim is to understand whether individuals believe that TikTok has a positive influence on their ability to comprehend written content. By exploring this perspective, valuable insights can be gained regarding the perceived benefits of TikTok as a platform for improving reading abilities

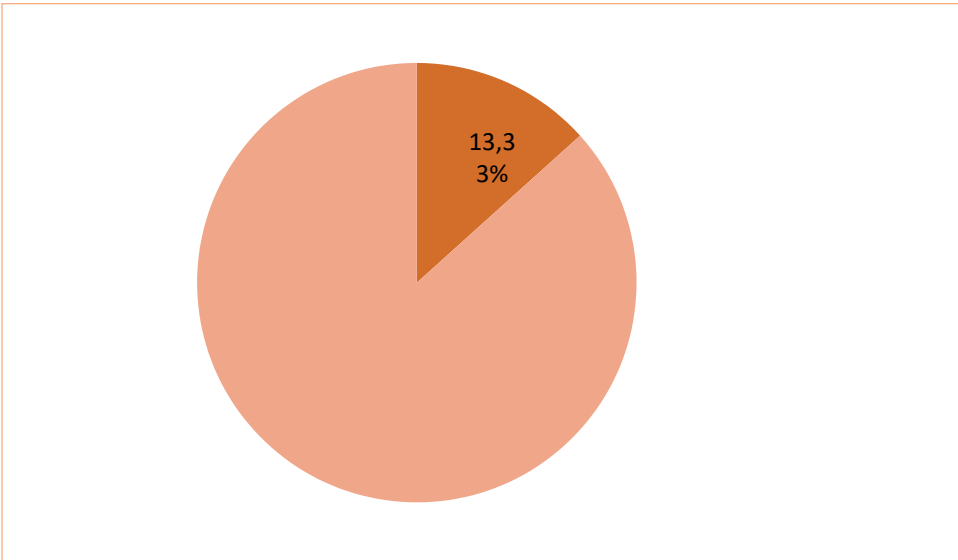


Figure 13 : Impact of TikTok on reading skill

The responses from the participants indicate that only (13.33%) expressed agreement, stating that using TikTok offers them valuable opportunities to practice reading. They highlighted features such as subtitled videos, long captions in short videos, recommendations for books and their summaries, as well as short stories, among other resources. On the other hand, a significant majority of (86.67%) of the informants disagreed and voted against the impact of TikTok on their reading skills.

Question Item 9: Does TikTok improve your writing skills? if yes how

The purpose of this question is to collect students' opinions regarding the impact of using TikTok on their writing skills. The objective is to ascertain whether individuals perceive TikTok as a platform that positively influences their ability to express themselves effectively in written form. By exploring this perspective, valuable insights can be gained regarding the perceived benefits of TikTok as a tool for enhancing writing abilities.

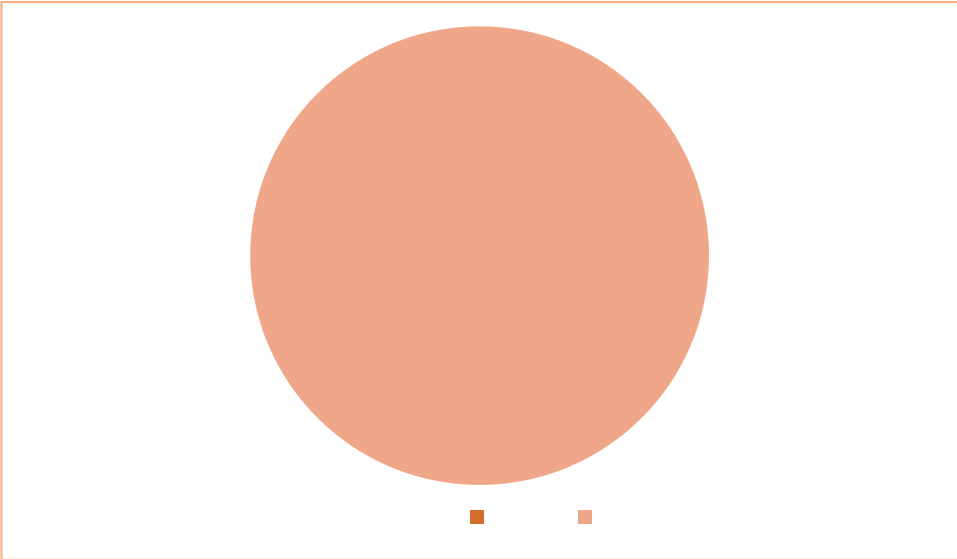


Figure 14 : Influence of TikTok on writing skill

According to the responses received, all students, comprising (100%) of the participants, agreed that TikTok has no impact on their writing skills. They expressed the perception that TikTok primarily emphasizes video content, providing limited opportunities for the development and practice of writing abilities.

Question Item 10: Are the skills improved by TikTok useful in your academic path or just in your daily conversation? justify

The objective of this question is to investigate whether the skills individuals acquire or enhance through their usage of TikTok have practical applications in their academic endeavors or if they are predominantly advantageous for everyday conversations and informal communication. By exploring this perspective, valuable insights can be gained regarding the transferability of TikTok acquired skills to academic settings and the potential benefits it offers for formal communication.

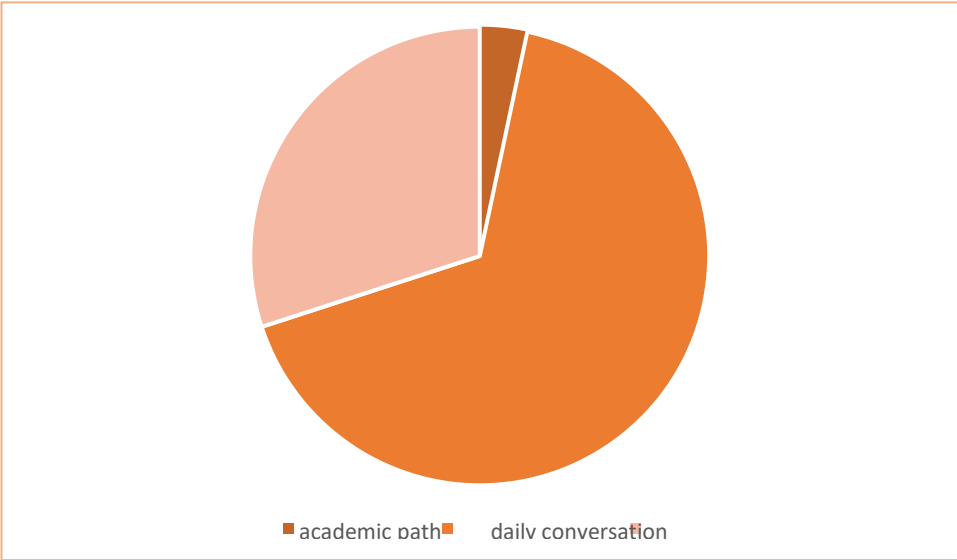


Figure 15 : Uses of skills improved by TikTok

Based on the results, only (3.33%) of the informants believe that the skills acquired or enhanced through TikTok have practical value in their academic pursuits, emphasizing their application in academic contexts. In contrast, (66.67%) of the participants indicated that the skills gained from TikTok are primarily applicable to daily conversations and informal communication. Their rationale may revolve around TikTok's content, style, or language use, which is often informal in nature. Additionally, (30%) of the informants voted for both formal and informal English, highlighting that they learn new vocabulary, improve pronunciation, practice storytelling abilities, enhance comprehension skills, and improve reading skills, among other benefits.

2.12 Interpreting the results of the students' questionnaire

After analyzing the students' questionnaire, the results of the impact of TikTok on EFL learning. As a result, the first hypothesis of the research is confirmed; TikTok has emerged as a significant influence on EFL learning due to its unique features and user-generated content. Firstly, TikTok provides learners with authentic language input through a vast collection of videos featuring native and non-native English speakers. This exposure to various accents, colloquial expressions, and cultural references enhances learners' understanding of real-life English usage. Secondly, the visual and audio engagement of TikTok's short-form videos captures learners' attention and makes the language learning experience more enjoyable and memorable. The combination of visuals, text, and audio aids in reinforcing vocabulary, pronunciation, and grammar. Moreover, TikTok's informal language use exposes learners to everyday conversational English, informal expressions, and current slang, fostering their linguistic flexibility and cultural awareness. Additionally, TikTok's user-generated content empowers learners to actively participate in creating English-language videos, promoting learner autonomy, creativity, and collaboration. By engaging with diverse content on TikTok, EFL learners gain insights into different cultural perspectives and develop intercultural competence. However, it is important for learners to approach TikTok critically, seeking reliable

sources and supplementing it with comprehensive language instruction and practice for a well-rounded learning experience.

Nevertheless, on the basis of analysis attained from the four last questions, the last hypothesis that says that TikTok influences the four skills of EFL learners is rejected, most of students believe that TikTok can influence first their listening comprehension skills. The audio-visual nature of TikTok, combined with the availability of various accents and speech styles, exposed learners to real-world English usage. This exposure contributed to improved listening skills and the ability to understand different accents and language variations. Second speaking by contributing to their vocabulary expansion and improved pronunciation skills. And last reading skill, TikTok's video captions, comments, and user-generated content provide opportunities for learners to practice reading in English. Reading captions and comments can help learners improve their vocabulary, comprehension, and exposure to different writing styles. While all students agreed that writing skills cannot be influenced by TikTok which make sense TikTok may have limited direct impact on writing skills. It does involve writing captions, comments, and engaging in language challenges, hence the platform's primary focus is on visual and audio-visual content rather than extensive writing practice. The character limitations for captions and comments may also restrict the depth and complexity of writing tasks.

2.13 Interpretation of the Observation

Through observing a totale number of 50 divergent videos on TikTok the most common types of videos which could highly affect EFL learning. are:

1. **Vocabulary Lessons:** Short videos that focus on teaching specific vocabulary words or phrases can be beneficial for EFL learners. These videos can provide clear explanations, examples of word usage, and mnemonic devices to help learners remember and understand new vocabulary.
2. **Grammar Explanations:** TikTok videos that explain grammar rules and provide examples of correct usage can aid EFL learners in understanding and applying

grammatical structures. These videos can break down complex grammar concepts into bite-sized explanations, making them more accessible and engaging.

3. **Pronunciation Practice:** TikTok videos that focus on pronunciation exercises and tips can help EFL learners improve their spoken English. These videos may demonstrate correct pronunciation, provide exercises for specific sounds or words, or offer techniques for improving intonation and stress.
4. **Cultural Insights:** TikTok videos that showcase aspects of English-speaking cultures, such as traditions, customs, or daily life, can enhance learners' cultural understanding. By observing and engaging with content that reflects cultural contexts, EFL learners can develop a deeper appreciation for the language and gain insights into social and cultural norms.
5. **Conversational English:** TikTok videos featuring conversational dialogues or role plays can expose EFL learners to natural, authentic English conversation. These videos may present common scenarios, such as ordering food at a restaurant or engaging in small talk, providing learners with examples of how language is used in everyday interactions.
6. **Language Learning Tips:** TikTok videos created by language learners or educators sharing tips, strategies, and resources for EFL learning can be valuable for learners seeking guidance. These videos may offer study techniques, recommended apps or websites, or advice on how to overcome specific language learning challenges.
7. **Engaging Stories or Mini Lessons:** TikTok videos that incorporate storytelling or mini lessons can capture learners' attention and provide an immersive learning experience. These videos may present narratives, anecdotes, or examples that illustrate language usage in context, making learning more relatable and memorable.

Observing the impact of TikTok on EFL learning can provide insights into its potential positive or negative effects however the positive impact can be observed through:

Engaging Language Input: TikTok's short videos provide engaging and authentic language input, exposing learners to real-life English usage, cultural references, and diverse accents.

Informal Language Practice: TikTok's informal nature allows learners to encounter colloquial expressions, informal language, and current slang, which can improve their fluency and understanding of everyday English.

Cultural Awareness: TikTok's global reach and user-generated content expose learners to different cultures, customs, and perspectives, fostering intercultural awareness and expanding their worldview.

Visual and Audio Learning: The multimedia format of TikTok combines visuals, text, and audio, which can enhance learners' comprehension, pronunciation, and vocabulary acquisition through multimodal learning.

On the other hand, TikTok, like any social media platform, has its share of negative aspects that can be observed on:

Accuracy and Reliability: Not all TikTok content undergoes thorough fact-checking or quality control. Learners may encounter inaccurate information, incorrect grammar, or non-standard language usage, potentially leading to the internalization of incorrect language patterns;

Distraction and Time Management: TikTok's addictive nature may lead to excessive time spent on the platform, diverting learners' attention from structured language learning activities and affecting their overall study habits and time management;

Informality and Lack of Formality: While exposure to informal language can be beneficial, an overreliance on TikTok may hinder learners' ability to effectively navigate formal language settings, such as academic or professional contexts;

Limited Interaction and Output: TikTok primarily offers passive consumption of content, limiting opportunities for meaningful interaction, active language production, and communicative practice, which are crucial for language development.

Overall, this observation confirmed the second hypothesis which highlights that TikTok has both a positive and negative influence on English learning. It is important

to note that the observed impact of TikTok on EFL learning may vary among individuals and depend on factors such as learner motivation and critical evaluation of content.

2.14 Suggestions and recommendations

Including TikTok as a learning tool in English as a Foreign Language (EFL) instruction can be a creative and engaging way to enhance language learning. Here are some suggestions and recommendations for effectively integrating TikTok into EFL learning:

1. **Select Reliable and Educational Content:** Encourage learners to follow and engage with TikTok accounts that provide reliable and educational content specifically designed for language learning. This can include accounts run by language educators, reputable language learning platforms, or established language learners who share valuable tips and resources.
2. **Provide Guidance and Context:** Before incorporating TikTok videos into EFL instruction, provide learners with guidance and context. Explain the purpose of using TikTok as a learning tool and how it can supplement their language learning journey. Emphasize the importance of critically evaluating the content and encourage learners to verify information through reliable sources.
3. **Set Learning Objectives:** Clearly define learning objectives for using TikTok as a learning tool. Identify specific language skills or areas of focus (e.g., vocabulary, grammar, pronunciation) and select TikTok videos that align with these objectives. This helps ensure that learners engage with content that is relevant to their language learning needs.
4. **Integrate Interactive Activities:** Use TikTok videos as a springboard for interactive activities in the classroom or during online lessons. For example, after watching a vocabulary lesson on TikTok, have learners practice using the newly learned words in pair or group discussions. This interactive engagement helps reinforce learning and encourages active participation.
5. **Encourage Active Engagement:** Encourage learners to actively engage with TikTok content by commenting, asking questions, and participating in discussions related to the videos. This not only reinforces language skills but also promotes learner autonomy and engagement with the language learning community on TikTok.
6. **Assign TikTok-Based Projects:** Assign projects that require learners to create their own TikTok videos related to specific language learning objectives. For instance, learners can create videos demonstrating the use of vocabulary words, presenting a short dialogue, or explaining a grammar concept. This allows learners to practice their language skills in a creative and engaging way.
7. **Foster Reflective Learning:** Encourage learners to reflect on their experience using TikTok as a learning tool. Have them evaluate the effectiveness of the content they engaged with, share their observations, and discuss how TikTok has contributed to their language learning progress. Reflective activities can deepen learners' understanding and help them become more discerning consumers of online content.
8. **Promote Digital Citizenship and Online Safety:** Emphasize the importance of

responsible digital citizenship and online safety when using TikTok. Teach learners about privacy settings, appropriate online behavior, and how to identify and report inappropriate or misleading content. Empower learners to use TikTok responsibly and navigate the platform safely.

By implementing these suggestions, TikTok can be harnessed as an effective and engaging tool for EFL learning. However, it is crucial to remember that TikTok should supplement comprehensive language instruction rather than replace it. A well-balanced approach that combines various learning resources and strategies will ensure a more holistic language learning experience.

2.15 Conclusion

To conclude, this chapter explored the impact of TikTok on EFL learning through the combination of observation and a questionnaire. The findings the questionnaire administered to EFL learners aimed to gather their perspectives on the influence of TikTok on their four learning skills. The responses indicated that TikTok serves as a valuable resource for exposure to authentic English content.

Additionally, the observation provided a comprehensive understanding of both positive and negative aspect of TikTok on EFL learners it revealed that TikTok offers a platform for learners to engage in authentic language use, fostering creativity and promoting language production. As it also shed the light on the negative side of TikTok which should be taking into consideration by its users.

General Conclusion

The thesis explored the impact of TikTok on EFL learning and provided valuable insights into the potential benefits and challenges associated with integrating TikTok into language learning practices. Throughout this study, a comprehensive examination of the impact of TikTok on various aspects of EFL learning was conducted.

The findings of this research indicate that TikTok has the potential to be a valuable tool for EFL learners. Firstly, TikTok offers an authentic and immersive language learning experience by exposing learners to a wide range of English content in a dynamic and engaging format. The short video format of TikTok promotes concise language use, allowing learners to practice their vocabulary, pronunciation, and grammar skills within the context of real-life communication. This exposure to authentic language use can enhance learners' mastery of the four skills.

Moreover, TikTok has shown to be a powerful motivational tool for EFL learners. The platform's interactive features, creative challenges, and social engagement elements foster a sense of community and encourage learners to actively participate in language learning activities. The gamified aspects of TikTok, such as likes, comments, and followers, provide immediate feedback and recognition, boosting learners' motivation and self-confidence. This motivational aspect of TikTok can contribute to increased engagement, persistence, and ultimately, improved learning outcomes.

Furthermore, TikTok's potential as a cultural resource cannot be overlooked. Through TikTok, EFL learners are exposed to diverse cultural content, including music, dances, customs, and traditions. This exposure helps learners develop cultural sensitivity, expands their worldview, and encourages intercultural communication skills. By engaging with TikTok, learners gain a deeper understanding of the target language culture, breaking down barriers and promoting cultural exchange.

However, it is essential to acknowledge the potential challenges and limitations of integrating TikTok into EFL learning. One significant challenge is the need for guidance and responsible use of the platform. Educators and policymakers should provide learners with clear guidelines and instructions on selecting appropriate content, ensuring that the focus remains on language learning rather than entertainment. Additionally, there may be concerns regarding the accuracy and quality of language content on TikTok, as it is user-generated. It is crucial for learners to develop critical thinking skills to evaluate the reliability of the information they encounter.

In conclusion, the findings of this thesis suggest that TikTok holds great potential as a supplementary tool for EFL learning. Its immersive and engaging nature, coupled with its motivational and cultural exposure aspects, make it a promising platform to enhance language acquisition and foster intercultural competence. However, careful consideration must be given to ensure responsible and effective use, addressing concerns related to content quality, accuracy, and guiding learners towards appropriate language learning practices.

However, it is appropriate to acknowledge that this investigation may have limitations, and there may be certain factors or variables that were not considered or missed due to the investigator's unawareness. It is crucial to note that the findings of this study should be viewed as a preliminary exploration, highlighting the need for future research investigations that can address the limitations encountered. These limitations, rather than hindrances, can serve as opportunities for future investigations to delve deeper into the topic and unlock new avenues of research.

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Appendix

Student's questionnaire

We would be very grateful if you accept to fill in the following questionnaire. It is a part of a research work that deals with the influence of TikTok on English learning. Your answers will be very helpful.

Section 1: General information

1. Gender

Female Male

2. What language do you do you master better in addition to your mother tongue

French English other

3. Why have you chosen to study English

to get a job it is trendy I like it
to travel other

4. How do you consider your English level

Very good	Good	Average	Poor

Section 2: TikTok and English learning

1. How did you learn English?

School TV
Social media other.....

2. What are the social media that you use?

Facebook Instagram
Tiktok Snapchat

3. If you use Tiktok, do you use it as a:

Watcher

Video maker

Both

4. If you are a Tiktok user how often do you watch/make videos in English?

Always Often

Sometimes Never

4. Does Tiktok have an influence on your English Learning?

Yes No

If yes, comment

.....
.....

6. Does Tiktok help in improving your listening skills?

Yes No

If yes, how?

.....
.....

7. Does Tiktok contribute in improving your speaking skills?

Yes No

If yes, comment

8. In your opinion does Tiktok ameliorate your reading skills?

Yes No

If yes, comment:

.....
.....

9. Does Tiktok improve your writing skill?

Yes No

If yes,

how.....

.....

Is Tiktok useful in your academic path (formal English) or just in your daily conversation (informal English)?

Justify

.....
.....

ملخص اللغة العربية

عمل التطور التكنولوجي على احداث تغيير جذري في حياة الفرد في شتى الميادين الاقتصادية والاجتماعية والثقافية. وسائل التواصل الاجتماعي هي من بين جملة الوسائل التكنولوجية التي اثرت بشكل ملحوظ على التعليم عامة وعلى تعلم اللغة الإنجليزية خاصة. تهدف هذه الدراسة الى معرفة مدى تأثير الوسائل الاجتماعية خاصة بين طالب الجامعات ومدى ارتباطهم بها على المستوى الكاديمي من ناحية تشكيلها محفزا ايجابيا لهم TikTok لتطوير مهاراتهم اللغوية الرابعة في اللغة الإنجليزية الكشاف هذا التأثير تم اجراء هذا البحث في جامعة ابو بكر بلقايد بولاية تلمسان

، مهارات تعلمTikTokالكلمات المفردات: التعلم اللغة الإنجليزية كفاءة، مواقع التواصل الاجتماعي،

Résumé en français

Le développement technologique a entraîné un changement radical dans la vie des individus dans divers domaines que ce soit économiques, sociaux ou culturels. Les réseaux sociaux font partie des moyens technologiques qui ont considérablement affecté l'éducation en général et l'apprentissage de l'anglais en particulier. Cette étude vise à connaître l'étendue de l'impact des réseaux sociaux, en particulier TikTok, parmi les étudiants universitaires et l'étendue de leur association avec eux au niveau académique en termes de formation d'un facteur de motivation positif pour qu'ils développent leurs quatre compétences linguistiques en anglais. Pour découvrir cet effet, cette recherche a été menée à l'Université Abu Bakr Belkaid de Tlemcen.

Mots clés : apprentissage, réseaux sociaux, TikTok, compétences d'apprentissage.

Summary in English

Technological development has led to a radical change in the individuals' lives in various fields whether economic, social or cultural. Social networks are among the technological means that have considerably affected education in general and English learning in particular. This study aims to know the extent of the impact of social networks, especially TikTok, among students' university and the extent of their association with them at the academic level in terms of forming a positive motivation factor for the development of their four skills. To discover this effect, this research was conducted at Abu Bakr Belkaid University in Tlemcen.

Key words: EFL learning, social media, TikTok, learning skills

