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ENGLISH SECTION

Exploring The Influence of TikTok on EFL Students' Speaking Skills

Case Study on L1 Students of English at Yahia Fares University of Medea

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Dedication

I would like to begin this with heartfelt thanks and praise to Allah (SWT), the Most Merciful. His infinite blessings have allowed me to undertake this important work. May peace and blessings also be upon Prophet Muhammad (SAW), the one who guided us out of darkness and towards knowledge. Peace be upon his family and companions as well.

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Dedication

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ABSTRACT

TikTok is a well-known, frequently used social media platform that has emerged in the Algerian society and has played a huge role in education, in which users can improve their speaking skills. The present study aims to explore the influence of TikTok on EFL student's speaking skills on first year LMD students in the department of English, Yahia Fares University ofMedea. It is an attempt to explore the influence of TikTok on EFL students' speaking skills and to analyze the first year LMD students' perception towards TikTok application. To collect the relevant data on this topic, mixed method approach was adapted, a questionnaire was distributed online and answered by forty-six students, and a semi-structured interview was conducted to fourteen students whose conversations were recorded then transcribed using a mobile application in order to collect data. The resultsrevealed that the majority of participants show a great deal of interest in using TikTok to enhance their English language. In addition, students hold a positive perception toward using TikTok as a learning tool. Moreover, TikTok encourages EFL learners to learn the English language inan entertaining way in which it lowers theiranxiety while learning. Furthermore, it has been observed that TikTok has a great impact in influencing students'speaking skills due to their use of words and expressions that are known to be purely TikTok slang.

Key words: TikTok; social media; speaking skills; EFL students; slang.

الملخص

تُعد تيك توك منصة تواصل اجتماعي شائعة في المجتمع الجزائري، ولها دور كبير في تحسين مهارات التحدث لدى طلاب اللغة الإنجليزية كلغة أجنبية .(EFL) تهدف هذه الدراسة إلى استكشاف تأثير تيك توك على مهارات التحدث لدى طلاب السنة الأولى في نظام LMD بجامعة يحيى فارس بالمدية وتحليل تصورهم تجاه هذا التطبيق. استخدمت الدراسة منهج البحث المختلط، حيث تم توزيع استبيان عبر الإنترنت وأجريَت مقابلات شبه مهيكلة مع عدد من الطلاب. ، أظهرت النتائج أن الطلاب يستخدمون منصة تيك توك كثيرا لتعزيز لغتهم الإنجليزية وتبين أنهم يحملون تصورًا إيجابيًا تجاه استخدامه كأداة تعليمية. كما يشجع تيك توك الطلاب على تعلم اللغة بطريقة ترفيهية تخفف من قلقهم. وأظهرت الملاحظة تأثير تيك توك الكبير على مهارات التحدث لديهم من خلال استخدامهم لمصطلحات وتعبيرات تيك توك العامية.

الكلمات المفتاحية: تيك توك؛ وسائل التواصل الاجتماعي؛ مهارات التحدث؛ طلابEFL ؛ المصطلحات العامية.

TABLE OF CONTENT

Dedication ---------- iii
Dedication ---------- iv
Dedication ---------- v
ACKNOWLEDGMENT ---------- **vi**
ABSTRACT---------- **vii**
الملخص----------**ix**
TABLE OF CONTENT ---------- **ix**
LIST OF TABLES---------- **xii**
LIST OF FIGUERES ---------- **xiii**
LIST OF ABBREVIATIONS----------**xi**v
GENERAL INTRODUCTION----------**1**
1.Background of the study: ----------**1**
2.Statement of the problem:----------**2**
3.Research questions:----------**2**
3.1Main question---------- 2
3.2Sub question---------- 3
4.Research hypothesis: ----------**3**
5.The research objectives:----------**3**
6.Significance of the study: ----------**3**
7.Structure of the thesis:----------**3**
8.Definitions of key words: ----------**4**
CHAPTER ONE: LITERATURE REVIEW----------**5**
Introduction:----------**5**
1.1The Definition of EFL Learning:---------- 5
1.1.2The Status of EFL Learning in Algeria:---------- 5
1.2Speaking Skills: ---------- 7
1.2.1Learners' Speaking Anxiety: ---------- 7
1.3Extramural English:---------- 8
1.4Social Media: ---------- 9
1.5TikTok:----------11
1.5.1Positive aspect of TikTok: ----------12
1.5.2Negative aspects of TikTok:----------12
1.6Definition of slang: ----------13

1.7Previous researches: ---------- 14
1.8Theoretical part: ---------- 16
1.8.1Constructivism:---------- **Erreur ! Signet non défini.**
Conclusion:---------- 17
CHAPTER TWO: METHODS AND PROCEDURES ---------- 17
Introduction:---------- 17
2.1Research design:---------- 17
2.2Mixed method approach: ---------- 18
2.2.1Qualitative Research Methods:---------- 19
2.2.2Quantitative Research Method: ---------- 20
2.2.3 The difference between qualitative and quantitative method:---------- 21
2.3The sample and population:---------- 21
2.4Research instruments: ---------- 22
2.4.1The questionnaire as a method: ---------- 23
2.4.2Types of questions: ---------- 24
2.4.2.1Open-ended questions: ---------- 24
2.4.2.2Closed-ended questions: ---------- 25
2.4.3Aims of the students' questionnaire: ---------- 25
2.4.4The description the questionnaire:---------- 26
2.4.5Piloting the questionnaire: ---------- 26
2.4.2The semi-structured interview:---------- 27
2.4.2.1Aims of the semi-structured interviews: ---------- 27
2.4.2.2Description of the semi-structured interviews: ---------- 27
2.4.2.3 Piloting the semi-structured interview:---------- 28
Conclusion:---------- 28
CHAPTER THREE: RESULTS AND DISCUSSION ---------- 28
Introduction:---------- 28
3.1Presentation of the results of the questionnaire:---------- 28
3.1.1Participants' background information: ---------- 28
3.1.2Learners' knowledge and acquaintance with the use of TikTok:---------- 32
3.1.3Students' perceptions towards TikTok use to learn English:---------- 34
3.2Presentation of the results of the semi-structured interview: ---------- 39
Conclusion:---------- 46
CHAPTER FOUR: GENERAL FINDINGS, IMPLICATIONS, AND LIMITATIONS------- 47
4.1Discussion of the students' questionnaire:---------- **47**
4.2Discussion of the semi-structured interviews: ---------- **49**

4.3Implications of the study:---------- **50**
4.4Limitations of the study:---------- **51**
GENERAL CONCLUSION ---------- **52**
LIST OF REFERNECE ---------- **54**
APPENDICES---------- **54**
APPENDIX A ---------- **64**
Questionnaire----------64
APPENDIX B---------- **67**

LIST OF TABLES

Table 1 ---------- 28

Tables 2 ---------- 29

Table 3 ---------- 30

LIST OF FIGUERES

Figure 1----------29

Figure 2----------30

Figure 3----------30

Figure 4----------31

Figure 5----------31

Figure 6----------32

Figure 7----------33

Figure 8----------33

Figure 9----------34

Figure 10----------35

Figure 11---------- 35

Figure 12----------36

Figure 13----------36

Figure 14----------37

Figure 15----------38

Figure 16----------38

LIST OF ABBREVIATIONS

EFL: English as Foreign Language

LMD: Licence Master Doctorate.

L1: Licence 1

Q: Question

EE: Extramural English

TV: Television

FYP: For You Page

ESL: English as a Second Language

GENERAL INTRODUCTION

1. Background of the study

English, the second spoken language in the world, plays a paramount role in globalization as it is extensively used. The ability to use both written and spoken English has emerged as a crucial standard in the professional world.Learning English at University is crucial as it prepares students to face the process of globalization and as a provision for university students to continue to a higher level of education.

> According to Flusher (2003), speaking is the use of language verbally to communicate with others. Therefore, learning a second language or a foreign language is sometimes regarded to be among the four hardestabilities. Speaking holds a vital element in the language learning process since it's one of the fundamental English language skills. Students can communicate their thoughts, emotions, and desires to others via speaking. At university, students learn to speak English more easily because some teachers and friends can become their facilitators and partners to practice English. Thus, speaking is the capacity to use spoken language to communicate with others.

Speaking is a fundamental aspect of human interaction and communication..When people speak, they express their ideas and intentions When a person speaks, the information is heard by and assimilated by another. Thus, there is a process of effective interaction and communication. When students speak in front of a class or in a university setting, they frequently lack sufficient vocabulary in English to engage an audience that is prepared to listen or even react. It is due to the perception of English, which some Algerians find challenging.

Social media platforms are known to have an impact on peoples' speaking abilities these days.Recognizing the wide range of social media platforms, this study delves specifically into the well-known application: TikTok.

TikTok is an application that gives a special effect that can be used by the users. This application can easily create short videos and can attract the attention of many people to see it (De Leyn et al., 2021). The platform allows users to express themselves by creating and sharing videos on their unique profiles.

This study is to explore potential benefits of TikTok in improving students' speaking abilities. Because the app is relatively new in comparison to other

platforms like Facebook and YouTube, few studies have been done on it than on other platforms. Although some study on the usage and learning of English through social media has been done in the past, not much of it has looked at apps that function similarly to TikTok, one of the most popular social media platforms right now, and are based on video sharing. TikTok's user base has grown exponentially from 133 million in 2018 to over 1.5 billion in 2023.(Team, 2024)

Because so many content providers on TikTok create English-language content, it is a useful tool for teaching and learning English to people. Everything that content creators teach is based on their prior expertise. Additionally, TikTok, a platform known for short, creative video content featuring music and dance, has emerged as a valuable tool for education(Putri, 2021). Studies have shown its effectiveness in teaching various subjects and promoting positive values and skills(Khlaif & Salha, 2021).

2. Statement of the problem

Social media has shaken up the way English is taught and learned as a foreign language. Numerous interactive platforms are offered to students so they can practice speaking English and interact with native speakers. One of the many widely utilized social media platforms for education is TikTok. It makes it possible to give concise, well thought-out language instruction materials. Through the use of videos, audio clips, shorts, and other elements, the platform offers students a more enjoyable and dynamic way to practice their language skills than traditional techniques. Studies by Adnan, Ramli, and Ismail (2021)suggest that when words and images are placed physically close to one anotherin a way that aligns with the spatial contiguity principle, learners retain information better. This principle emphasizes the importance of placing related text and visuals close together. This approach, which is a core element of TikTok videos, facilitates stronger connections between information, ultimately improving comprehension and memory.Researches about the use of TikTok in the field of education have been done in foreign countries. However; on the national basis, in the Algerian context, few studies have been conducted to exploreTikTok influence on EFL (English as a Foreign Language) learners precisely L1 students' English fluency. Our study aims at narrowing this literature gap concerning TikTok in the EFL space in the Department of English at Yahia Fares University of Medea.

3. Research questions:

To achieve the thesis goals, these questions will help to guide the research.

3.1 Main question

How does using TikTok influence EFL students' speaking skills?

3.2 Sub question

How do the first-year students perceive the TikTok application?

4. Research hypothesis

The following hypotheses are suggested:

1. TikTok significantly improves L1 students' motivation, engagement, and overall language learning outcomes.

2. First years LMD students at Yahia Fares University may have a positive perception regarding the use of TikTok videos in their speaking skills enhancement**.**

5. The research objectives

This research is driven by two objectives. Firstly, to explore the influence of TikTok in enhancing EFL students' speaking skills, and secondlyto analyze the first year LMD students' perception about the application of TikTok.

6. Significance of the study

The findings of this study extend beyond Yahia Fares University of Medea, offering valuable insights for educators working with L1 students in general. This study is important because by using TikTok EFL students mainly L1 students will enjoy a pleasant tool to learn a certain language. It also shows that social media and more precisely TikTok platform is more than just an entertainment tool but it can also be an alternative educational resource that EFL learners may benefitfrom.

7. Structure of the thesis

This thesis follows the simple traditional pattern which consists of a General introduction, four chapters, and a General Conclusion.

The general introduction clarifies the background of the study along with the statement of the problem, the research questions, the research hypotheses, the research objectives and the significance of the study as well as the structure of the thesis. The first chapter deals with the literature review which provides the available body of knowledge in relation with the dissertation topic, along with the clarification and explanation about the key concepts related to the study, and the theoretical background of topic. The second chapter tackles the methodology in conducting this study. The third chapter concerns the practical part; it presents the

main results and analysis of the questionnaire and semi-structured interview. The last chapter is the discussion of the findings; it provides a thorough explanation for the results of the study and a concrete answer to the research questions previously stated. Besides, it presents the implications and limitations. Finally, it ends up with a general conclusion.

8. Definitions of key words

TikTok: It is a popular social media platform, that lets users express themselves through short videos covering a wide range of topics, from humor and dance to educational content (LaFleur, 2023).

Social media: Social media platforms, like websites for connecting with friends and sharing quick updates, allow users to build online communities where they can exchange information, ideas, and personal messages.(Merriam-Webster dictionary, n.d.).

Speaking skills: Speaking is a two-way street where we use words, gestures, and other cues to create and share understanding in different situations.(Chankey,1998, p.13)

EFL students: This term describes learners whose native language is not English and who are acquiring English in a country with limited English use in everyday life and education. (IGI Global, n.d.)

Slang: Slang is a type of informal language that's constantly evolving. People take existing words and twist their meanings, or even invent entirely new words, without following the usual rules of grammar or how words are typically formed.(Alwasilah, 1985)

CHAPTER ONE: LITERATURE REVIEW

Introduction

In the twenty-first century, despite certain differences in customs, civilizations, languages, geographical areas, and characteristics, the entire world has shrunk, become shareable, comprehensible, and accustomed to using English as a common language. It is obvious that English is essential for study and instruction, especially in scholarly domains like the social sciences, engineering, and medical. English is the main language used in scholarly communication. Furthermore, The growing importance of English in education and social settings worldwide has fuelled the demand for EFL learning. Unlike ESL (English as a Second Language), EFL focuses on learning English in a country where it's not the primary language.

1.1 The Definition of EFL Learning

Over the years, a number of linguists have discussed the idea of English as a Foreign Language (EFL) learning. Richard and Schmidt (2010) defined EFL learning aslearning English in a place where it's not the main language people speak in everyday life.Savignon (1983) defined EFL learning as acquiring English proficiency in a country where it's not commonly spoken in everyday life, limiting opportunities to practice outside the classroom setting.Larsen-Freeman and Celce-Murcia (2002) further stated that EFL learning refers to situations where speakers of other languages acquire English in environments where it's not the everyday language or the language of teaching.

Moreover, a variety of environments can be used for EFL instruction, such as classrooms, language centers, internet resources, and immersion programs in non-English speaking nations. Enabling students to communicate well in English for a variety of settings, including academic, professional, and personal ones, is the aim of EFL instruction.

It also includes the improvement of the four language skills of speaking, writing, listening, and reading. Other language learning objectives, such as grammar, vocabulary, and pronunciation, may be prioritized by EFL students.

1.1.1 The Status of EFL Learning in Algeria

Algeria prioritizes English language learning by making it a required subject throughout schools and universities. The government actively promotes English instruction across the nationbecause it understands how important English is as a

worldwide language for trade and communication. Equally significant, historical, political, and economic reasons have shaped Algeria's EFL learning landscape.

While French held the dominant position as a foreign language in Algerian schools due to the country's colonial past, the rising importance of English in the global business, science, and technology landscape has spurred a movement towards English language instruction.

Politically, journalist Riad Mazouzi (2022) claimed that the Algerian government has worked to encourage English instruction and learning since it realized how important the language is for international communication. As a result, President Abdel Madjid Tebboune, after consultations with the government viewed that English must be taughtto third-year primary students in Algerian primary schools. In spite of this, the prior ruling calls for the beginning of a lengthy investigation conducted by professional professors/specialized researchers into the Algerian educational system.

English language competency is becoming more and more necessary in Algeria, both socially and commercially, especially in sectors like tourism, international trade, and the oil and gas industry. Algerians are therefore highly motivated to learn English in order to enhance their employment chances and financial potential.

According to RAHMANI (2021). Higher education is seen as a sensitive subject that offers society future national job opportunities in all fields. Being a vital component of this globalized world, Algeria shouldn't be exempt from the English language becoming the standard worldwide for communication.The responses of teachers in this study show how open and supportive they are of the use of English in Algerian colleges. Additionally, academics assert that gradual rather than sudden English language instruction in Algerian classrooms would have a number of favorable, supportive, and uplifting effects. Instructors stress that this policy is a means of connecting Algerian universities to comparable global research and academic organizations, enhancing their stature abroad. Still, they consider that using English will develop research and even learning quality. Teachers, on the other hand, suggest and offer some practical methods to make this sanctioneasier and useful. Informed by their years of teaching and firsthand observations in real-world classrooms, teachers have developed practical suggestions.

All things accounted, there is a pressing need for a research-driven strategy to comprehend and raise awareness regarding this kind of adoption and its possible consequences.

To build on the basis of EFL learning, developing strong speaking skills is essential for an effective communication in the real world.

1.2 Speaking Skills

Improving speaking skills helps learners use the language like natives.Numerous definitions of the activity from various scholars, according to Thornbury (2005) The act of speaking is so woven into the fabric of our daily lives that we rarely stop to appreciate its significance.Scholars such as Thornbury (2005)emphasize the inherent value of speech;Nunan (2004) defines speaking as an active form of using language to convey ideas through sounds and words. Chaney (1998) highlights that speaking involves a collaborative effort where words, gestures, and cues are utilized to foster understanding in diverse contexts (p. 13).Consequently, speakers utilize language to convey messages, share experiences, perspectives, and emotions, making speaking a productive skill.Speaking is an active way of using language through sounds and words to communicate ideas.This indicates that using language to create a speech and deliver a message is the action of speaking. According to Chaney (1998), speaking is a collaborative effort where we use words, gestures, and other cues to create and share understanding in different situations (p. 13).This indicates that the speakers make a speech by using language to transfer messages or to communicate their perspectives, ideas, and emotions, and to share their personal stories and experiencesas well as their opinions making the speaking skill a productive activity. As Ur (1996, p. 120) points out, those who have proficiency in a language are called "speakers" of that language. Interestingly, many, if not most, foreign language learners prioritize developing speaking skills.

In the light of the definitions above speaking is considered as a complex task, and it is the basis of all human relationship within language learning and a major skill. It is the art of sharing and exchanging opinions and feelings which may sometimes encounter the pitfalls of anxiety.

1.2.1 Learners' Speaking Anxiety

Aida (1994) states that:

> "In current EFL context, it is becoming increasingly difficult to ignore the influence of affective variables on foreign language learning. One of the most significant affective factors is anxiety, researchers and teachers widely agree that many students suffer from some kind of foreign language anxiety"

Arnold and Brown (1999, p. 8–9) state that this kind of difficulty is associated with unfavorable emotions like anxiety, annoyance, and self-doubt that impede learning success, in this sense, some learners express their anxiety feelings in terms of other′s misunderstanding of their speech, for example when the learner says: “I am shy to speak in public because the others may not understand what I am saying” or “I will wait till someone else to express what I wanted to say”. (Coleman, 1996, p.158)

According to Brown (2007), anxiety is hard to define because it interferes with learning a second language successfully. He claimed that anxiety is crucial to learning a second or foreign language and proposed two different kinds of anxiety: debilitative anxiety and facilitative anxiety, which are also referred to as "harmful" and "helpful" anxiety.The learners here should avoid the former type of anxiety, known as detrimental or deliberative anxiety, as it negatively impacts the learning process and is associated with bad sensations of unease and self-doubt.

1.3 Extramural English

As it was shown in the beginning, English is widely used. Owing to its widespread usage and status as the standard language, despite not being the native language for many creators, English dominates online information. This is because producers in fields like music, television, and movies prioritize English content to reach a global audience. Almost 25% of people on the planet are proficient communicators in English to varying degrees. This is a result of English's widespread influence worldwide.

Outside of the classroom, students are exposed to English in a variety of informal situations, including social media, gaming, movies, streaming services, and music.

The term "Extramural English" (EE) refers to learners' exposure to and interaction with English outside the classroom setting. This concept was first introduced by Sundqvist in 2009, and she has continued to refine her research on EE alongside other scholars. According to Sundqvist and Sylvén (2016), Extramural English encompasses any English that learners encounter or actively engage with outside of a formal classroom environment (p. 6).

Research across various countries where English is not the primary language shows a trend: a large portion of young learners dedicate substantial time to activities that involve English outside of the classroom (Leona et al., 2021, p. 3).Diverse extracurricular pursuits will furnish learners with varying degrees of information and linguistic proficiency. One of the most accessible and inspiring

pastimes is scrolling through TikTok or watching TV.Leona et al. (2021, p. 3) point out that these EE activities are often multimodal, meaning they combine visual and auditory components. This creates a highly stimulating learning environment with a lot of English exposure. Additionally, as Cook (2023) explains, these activities can provide instant gratification, fulfilling a strong desire for immediate rewards.

Participating in extracurricular activities can be a breeding ground for incidental language learning. This means students pick up the language naturally, focusing on understanding the activity itself rather than the grammar rules.Informal interactions expose learners to a distinct form of language compared to formal settings. Slang and acronyms become more frequent, shaping a significant portion of the language picked up in these casual contexts (De Wilde et al., 2020, p. 5)People constantly reshape their languages to better communicate and express themselves (Lantolf, 2020, p. 2)

Leona et al. (2021) investigated how exposure to English outside the classroom (Extramural English or EE) affects young learners' speaking, writing, and motivation to learn English. Their findings suggest that EE plays a positive role in language development. Based on this, they recommend that educators actively utilize EE as a tool to enhance students' English performance (p. 11).They also suggest that teachers can capitalize on the benefits of EE by incorporating these activities into their lessons. This can involve using social media, popular songs, movies, or TV shows that students already enjoy or have some familiarity with.

1.4 Social Media

Merriam-Webster dictionary defines social media as online communication platforms where users connect and form communities. These platforms allow people to share information, ideas, personal messages, and all sorts of content.When social media first became popular in the early 2000s, Myspace was the most widely used platform.Tim Bernes-Lee created the world wide web just a few years before the internet was made available to everyone (Andrews, 2019). Later, new websites and apps like Facebook, Instagram, Vine, Snapchat, YouTube, and so forth emerged. Research by Viswanath, Ramanadhan, and Kontos (2007) suggests that the media we consume significantly impacts how we understand the world (our knowledge and worldview). It also influences how we behave as individuals and how we interact with others as members of society (p. 275).

The internet has shrunk our world, bringing people closer than ever before. With a few clicks, we can access information and connect with anyone, anywhere. Social media, ubiquitous across all ages and demographics, has become an ingrained part of our lives, with platforms like Facebook, YouTube, and TikTok

fostering constant interaction.While the concept of social media is universally recognized, Carr and Hayes (2015) point out the lack of a precise definition. They argue that this absence, while unproblematic in daily use, becomes an obstacle when trying to understand how to address and analyze issues within social media. This includes studying communication aspects and even broader social implications (p. 49).

Carr and Hayes (2015, p. 50) define social media through the lens of shared experiences. They view it as a collection of online channels where users can interact and present themselves strategically, either in real-time or at their own pace. These interactions can be with large or small audiences who find value in both the user-created content and the sense of connection with others. The key takeaway is that social media truly lives up to its name. Jensen (2015) emphasizes this, arguing that all media is inherently social (p. 1). He explains that media fosters connections and relationships between people, both individually and as groups, and this increasingly transcends physical boundaries and time.

Due to social distancing, physical communication was restricted to absolutely necessary circumstances when COVID-19 put the whole planet under lockdown in 2019. People started working from home as a result, and online education gained popularity. Lectures and meetings were shifted online. Various online platforms were used for anything that could be done via the internet. Xiuwen&Razali (2021) argue that the COVID-19 pandemic presents a unique opportunity to explore social media's potential for improving English communication skills. With students having more time for independent learning and Generation Z's strong social media presence, this approach holds promise (p. 1440).With the rise of online activity, communication skills in digital spaces have become more crucial. This is particularly true for platforms like social media and gaming, where people worldwide interact. As the dominant language for global communication, English naturally plays a central role in these online interactions.

Sociocultural learning theories state that engaging in cultural activities is how people learn and grow. Social media can be viewed as a cultural activity; hence, people learn and grow through using social media platforms and engaging in various online activities (Mercer, 2008). The term "mediation" describes how we learn and grow by participating in social and cultural activities. According to Stray and Wittek (2014, p. 135), this learning happens through the "cultural tools" available to us, which can be anything from language to technology.Due to their ability to access social settings and enable users to engage in dialogues, discussions, and much more, digital tools like computers and phones serve as cultural tools.Social media platforms act as breeding grounds for learning, offering

opportunities in both structured classroom settings and casual online environments (Al-Qaysi& Al-Emran,2017, p. 26). Additionally, these platforms including TikTok as well facilitate increased interaction among learners, further enhancing the learning experience.

1.5 TikTok

After its 2018 release, the TikTok app swiftly rose to prominence on social media**.** Though known globally as TikTok , the app debuted in China in 2017 under the name Douyin, a name still used by Chinese users**.** In 2018, it had a makeover to become an international app and was relaunched (Ceci, 2022). The app includes brief video snippets that users have developed with the intention of educating and entertaining various demographics. The produced films have a maximum duration of three minutes, a wide range of content, and numerous variations, or "sides," as the users refer to TikTok, exist. TikTok offers a vast array of content, catering to diverse interests. From cooking demonstrations and dance challenges to lip-syncing skits, fandoms like Harry Potter and K-Pop, and even educational videos on language, culture, and history, there's something for everyone. Although the app has a minimum age requirement of 13, younger children often access the content directly through TikTok or by finding it reposted on platforms like YouTube.

Based on videos that users have loved in the past or have watched for extended periods of time, the app's algorithm chooses videos that it believes the user could find interesting. The FYP, short for For You Page, acts as your personalized feed on TikTok. Unlike a traditional homepage, the FYP uses an algorithm to curate videos specifically for you. This algorithm analyzes the videos you like or watch and recommends similar content on your FYP.

TikTok excels at tailoring content to your preferences. From the moment you open the app, it starts gathering information about your viewing habits. This unseen system, likely complex, creates a profile of what you tend to watch and then feeds you more of that content. While it might seem strange for the app to make assumptions before you've interacted much, it appears to be an effective strategy. (Herrman, 2019).

With our growing digital immersion, short-form content reigns supreme (Wu, 2020, p. 332). TikTok perfectly caters to this preference with its bite-sized videos packed with entertainment. Wu (2020, p. 331) highlights the platform's allure: the vast library of content and the element of surprise in video recommendations keep users engaged in a never-ending stream of swipeable entertainment.This constant stream of engaging content can be particularly relevant for language learning. The pleasure users experience from swiping through videos can translate into increased

motivation to keep scrolling. This, in turn, exposes them to more language input, potentially aiding in their language acquisition.

Since its introduction in 2018, the app's user base and level of popularity have increased significantly. The app has over 300 million active users in just three years since its launch, and this year it has rapidly expanded to one billion users (Iqbal, 2022). Younger people, or those under the age of 18, are the app's most devoted user base, accounting for 28% of all users (Iqbal, 2022). Thirty-five percent of users are between the ages of 19 and 29, making up the largest user demographic (Iqbal, 2022). Although teens and young adults make up the bulk of TikTok users, the social media site is also used by many older generations.

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TikTok is widely regarded as an excellent medium for offering educational content in a clear and simple way. For instance, a study on the usage of TikTok as a medium for learning English pronunciation carried out by Pratiw, Ufairah, and Sopiah in 2021 revealed that the app is crucial in making learning more enjoyable and less taxing. Furthermore, study by Khlaif and Salha (2021) shows that TikTok might be useful in education since it can be utilized to produce original and authentic learning materials that improve e-learning. However, there are benefits and drawbacks related to this particular platform.

1.5.1 Positive aspect of TikTok

Because of its advantages, TikTok has caught the interest of various academics who are thoroughly researching its use. To name a few advantages, TikTok boosts students' enthusiasm and involvement with English language learning. It is a convenient application for delivering instructional content because it is accessible to anybody with a smartphone and can be used at any time of day, anywhere. Lastly, TikTok gives its users a completely free platform to express themselves and build social connections (Omar and Dequan, 2020). Similar to other platforms, TikTok empowers young students to explore and develop their creativity. Features like adding effects, music, and filters act as creative catalysts, encouraging

them to think unconventionally and engage with educational content in fresh and innovative ways.

1.5.2 Negative aspects of TikTok

Similar to most social media platforms, TikTok comes with its own set of challenges that need to be considered. (For example, excessive TikTok use carries a significant risk of addiction, causing users to spend more time-consuming pointless content than paying attention to instructional materials; in other words, it's a distraction. Furthermore, because they isolate themselves from real-world interactions and ignore the outside world, students with an addiction to TikTok are less able to interact with others (Lu and Lu, 2019). Due to the user-generated nature of the platform, Like many social media platforms, TikTok presents certain challenges. Educators lack control over the content students consume, raising concerns about inappropriate material. The platform has also faced criticism for its "dark side," with reports of encounters with child predators, bullying, and even dangerous challenges. Additionally, privacy remains a concern for many users.A major concern with TikTok lies in its data collection practices. Some consider these practices unethical because they gather user information discreetly, often through cookies, without explicit user awareness. This lack of transparency might discourage both learners and educators from using the platform.

1.6 Definition of slang

According to Pei and Gaynor (1985), slang is a type of language especially popular among young people. It's constantly evolving as they adapt and twist existing words to create new meanings. Unlike formal language, slang doesn't strictly follow traditional grammar or word-building rules.

Adams (2009) defines slang as informal phrases or expressions (like idioms) used more in spoken conversation than writing. Unlike styles of formal or informal language, slang adapts to specific audiences or situations. Despite these variations, the intended meaning of slang words remains generally understood.

Slang, a complex and ever-evolving aspect of language, is often used by scholars to understand social dialects. These dialects are variations within a language that reflect regional differences (territorial), temporary trends (transitory), or social groups (social). The term "slang" itself became a recognized part of English language study around the early 20th century. The origins of the name "slang" are likewise debated. Slang is a complex, challenging, and inescapable linguistic phenomena. Its emergence is constantly impacted by the historical, social, and cultural trends of a particular linguistic community's existence. Yanchun and

Yanhong (2013) argue that slang is not simply another form of standard language. Unlike standard grammar, slang often creates new meanings by attaching them to existing words in unconventional ways.

1.7 Previous researches

The researchers acknowledge the newness of their area of study. To strengthen their ideas and results, they looked at existing researches that help understand similar past studies. This is important because TikTok, with its massive monthly active user base of one million globally, has become a major cultural force (Doyle, 2023). In a 2018 study, Demmy and Fathul highlighted TikTok's growing popularity as a social media platform where users can create fun videos and chat privately. Despite its global appeal, research on its potential for language learning is scarce. This lack of attention extends to educational applications of TikTok in Algeria Many students have not yet realizedthe influence of TikTok on their speaking skills, this is reflected on the lack of literature of this subject in Algeria. Moreover, there has been no similar research at the department of Dr. Yahia Fares University, Medea, Algeria.

While most of the people consider TikTok as pure entertainment, Ibrahim (2023) argues that this application holds untapped potential for language learning. He believes that it can go beyond fun and become a powerful tool for learners to improve their skills in a creative and engaging way. However, for TikTok to be embraced by educational institutions, more research is needed to solidify its effectiveness as a learning tool.According to Chen and Kang (2023), TikTok has the potential to significantly improve students' English language proficiency. The platform offers a unique and engaging way to learn English through its features like challenges, choreographed dances, and more. This immersive environment allows students to surround themselves with the English language and experience it in a practical way. Furthermore, TikTok facilitates both consuming and creating content in English. By watching videos, engaging in conversations with other users, and actively participating in the features themselves, students translate theory into practice and actively develop their English language skills.

Adnan et al. (2021) propose that TikTok can be a valuable teaching tool. They argue that the platform's ability to transform information from audio lectures into engaging visuals can be particularly effective for knowledge transfer. The researchers highlighted that TikTok's incorporation of music and fun elements makes it a more captivating option for learning compared to traditional methods that rely on mind maps or classic classroom dynamics. In other words, TikTok's engaging audio and visual features make it stand out as a more interesting way to

learn compared to the often-static or text-heavy approaches of traditional learning methods. Expanding on the idea of TikTok's engaging nature, Novitasari and Addinna (2022) found that students themselves perceive the platform as a valuable tool for learning English and improving their proficiency. This appeal stems from the fact that TikTok offers a fun and stress-free learning experience. The content resonates with students and keeps them engaged, which in turn boosts their motivation to learn the language.

The COVID-19 pandemic significantly impacted education, forcing a reevaluation of teaching methods. This global event became a catalyst for the complete integration of technology into educational settings. In this context, Xiuwen and Razali (2021) conducted a study to examine the advantages and disadvantages of using TikTok as a tool for improving English language communication skills. Their research, set against the backdrop of the pandemic, utilized Web 2.0 technologies and computer technology to assess the platform's effectiveness in promoting online learning. As a result of the pandemic, universities and schools have embraced technology as a fundamental part of their curriculum, readily incorporating it into their programs and offering online classes as needed.

Agting et al. (2022) set out to explore the potential of TikTok as a teaching tool for enhancing speaking skills in senior high school students. Their research concluded that TikTok empowers students to take charge of their own learning journey, providing a flexible online platform that caters to their preferences in today's digital world. The study strongly advocated for the development of TikTok applications specifically designed to target speaking skills across the entire student spectrum. The findings were overwhelmingly positive, with a remarkable 85% agreement on the necessity and effectiveness of integrating TikTok into speaking classes.

Zaitun et al. (2021) conducted a research project titled "TikTok as a Tool for Improving the Speaking Proficiency of English as a Foreign Language (EFL) Students." Their study utilized a descriptive qualitative approach, meaning they explored and described experiences rather than relying on numerical data. To assess the impact on students' speaking abilities, they incorporated classroom action research techniques. This involved implementing various speaking exercises within the classroom setting and then analyzing the results. The exercises themselves were designed to leverage the functionalities of the TikTok app. Examples might include tasks where students narrated stories about objects or places using the platform's features.

While TikTok offers a valuable and engaging platform for developing speaking skills and cultural awareness, it's important to use it strategically and

alongside more established learning methods. Its popularity and unique format make it a great resource for language learners, but responsible use dictates prioritizing privacy settings and seeking out high-quality content. In other words, TikTok can be a powerful tool, but it should be wielded thoughtfully to maximize its benefits and potential.

1.8 Constructivism

Siddiquei and Khalid (2017) point out that constructivism is a dominant theory in e-learning, a fact supported by the earlier work of Schulz and Schulz (2002). This theory emphasizes on how learners actively construct their own understanding of information. Constructivism posits that learners don't passively receive knowledge but rather interpret and integrate it based on their existing experiences and perspectives. When learners can connect new information to their own background and make it personally meaningful, they are more likely to retain and effectively utilize the knowledge. In essence, constructivist e-learning programs aim to empower students to become active participants in the learning process, fostering deeper understanding and knowledge retention. Piaget (1964) proposed a fascinating theory of learning that views it as a dynamic interplay between three key elements: modeling, transformation, and understanding the structure of objects. Our interactions with the environment are not passive; they are a continuous process that reshapes how we view the world internally. What's particularly interesting is that these internalized perspectives, or mental models, of different concepts can be transformed through various and unique experiences. In other words, we don't simply absorb information from the world around us. Instead, we actively engage with it, transforming our understanding of objects and concepts through diverse pathways.

Constructivism stands out as a powerful approach in education because it places the student at the center of the learning journey. This theory emphasizes on the autonomy of the learners, encouraging them to actively explore and make sense of their surroundings. It moves away from the traditional view of students as passive recipients of knowledge and instead recognizes them as the architects of their own understanding. The significance of constructivism in education is multifaceted. It fosters valuable skills like problem-solving, critical thinking, and the ability to apply knowledge in real-world contexts. By promoting curiosity, exploration, and independent thinking, constructivism cultivates a deeper and more enduring grasp of subjects. This approach encourages students to ask questions, experiment, and seek answers, ultimately leading to a richer understanding that goes beyond rote memorization. Through active engagement with the material and the process of constructing their own knowledge, students develop a strong conceptual

foundation of the subject matter. In essence, constructivism empowers students to become active participants in their learning, fostering a love of discovery and a lifelong capacity for knowledge acquisition.

Conclusion

This literature review has served several key purposes. Firstly, it has established a strong foundation by providing a clear understanding of the essential concepts and core principles surrounding the influence of TikTok on the speaking skills of EFL students. Secondly, it has positioned our current study within the existing body of research by referencing relevant and established scholarly works. Finally, the review has delved into an explanation of the theoretical framework that underpins this research : Piaget's (1964) theory of constructivist learning. In essence, this literature review has provided a comprehensive roadmap, guiding the reader through the theoretical ground, the existing research, and the specific theoretical lens through which the study will examine the impact of TikTok on EFL student speaking skills.

CHAPTER TWO: METHODS AND PROCEDURES

Introduction

This chapter delves into the methodology of the research, acting as a blueprint for how the investigation was conducted. Here, the research design chosen and the methodological approach employed throughout the studywill be discussed thoroughly. Additionally, this chapter will provide a detailed description of the research context, including the target population and the sampling method used to select participants.This chapter endeavor to explain the choice of methods and procedures that were put in applicationfor collecting the data. Moreover, it presents the measurement of instruments' eligibility. Finally, mixed method data analysis is explained.

2.1 Research design

The research methodology plays a central role in articulating the overall plan and design of the research project. This methodology ensures the chosen approach aligns with the research objectives thatare being achieved. As Creswell (2009) states, "research designs are plans and the procedures for research that span the discussion from broad questions to specific data collection methods" (p. 5). In essence, the methodology serves as a roadmap, guiding the entire research process from initial inquiry to the collection of data that will ultimately answer the research questions.

The aim of the study is to explore the influence of TikTok in enhancing EFL students' speaking skills and analyzing their perceptions about using TikTok using a case study that will serve the purpose of the research through employing an exploratory approach. According toBaxter and jack (2008) defining the case study as, "an approach to research that facilitates exploration of a phenomenon within its context using a variety of data sources" (p.544). It means, a case study takes different sources to well understand a certain phenomenon.

Considering that the study belongs to the field of exploratory studies, George (2023) stated that, the exploratory research studies the research that are not studied in depth yet. A mixed method approach is adopted in this study. Venkatesh et al (2013) claimed that, mixed method refers to a technique that combine a qualitative a quantitative method in order to analyze the data collection. Adopting this approach is beneficial for the final results. It enhances its verifiability and it makes the research more productive by collecting both descriptive and numeral data.

The phenomenon sought to be investigated in this research is exploring the influence of TikTok on EFL students' speaking skills. Therefore, an exploration of the students' speaking skills is important for studying the concerned phenomenon. Accordingly, to explore the students' speaking skills a questionnaire answered by forty-six students and semi-structured interviews conducted to fourteen studentswere used to solve the stated problem.

2.2 Mixed method approach

Corbain and Strauss (2015, p. 17) define methods as "techniques and procedures for gathering and analyzing data." In the context of this research project, the specific methods employed were chosen to investigate the central question: How does using TikTok influence EFL students' speaking skills?By outlining the chosen methods, this chapter will provide a clear understanding of how the data was collected and analyzed to address this research question.The researchers decided to use a mixed methods approach for the research in order to examine these students' points of view. As a result, it is pertinent to use a mixed method approach because the data would give two distinct perspectives from a single participant. Mixed methods refer to the integration of multiple methodological strategies into a single study to obtain a more comprehensive view of study sections not accessible via the use of a single approach. As such, a mixed method approach refers to the use of two or more methods in a study, according to Morse and Niehaus (2009), and is used when one or more of the methods used is not complete in itself(p. 9).

Mixed methods research stands as a relatively recent development within the field of social science research (Morse & Niehaus, 2009, p. 9). This approach offers a distinct advantage by incorporating a combination of data collection methods, rather than relying solely on a single method. As Morse & Niehaus (2009, p. 9) point out, this methodological blend allows for a more comprehensive and in-depth exploration of the research question. By utilizing a combination of methods, researchers gain a richer and more nuanced understanding of the phenomenon under investigation.

While researchers like Morse & Chung (2003) praise mixed methods for offering a more balanced perspective on a topic, it's not a universally superior approach. The key question to consider, as McKim (2017, p.202), is whether using both quantitative and qualitative methods will actually provide more valuable insights compared to just using one. In other words, simply combining data collection methods isn't enough. The chosen approach should demonstrably offer a deeper understanding of the research question than a single-method study could achieve. According to Creswell and Plano Clark (2007), the benefit of mixed methods lies not in obtaining more data and research but rather in the ability to give

readers a deeper understanding than would be possible with a single technique. Mixed methods research offers flexibility in its approach, allowing researchers to utilize two or more qualitative or quantitative methods, or even combine both within a single study. However, Morse and Niahaus (2009, p. 9) point out that integrating both qualitative and quantitative methods can be the most challenging strategy. This difficulty arises from the inherent differences between these approaches, such as opposing assumptions and rules of inquiry. Qualitative methods tend to be more inductive and exploratory, focusing on in-depth exploration of a smaller number of cases. This stands in contrast to quantitative methods, which are typically deductive and seek to generalize findings from a larger sample size. Therefore, researchers need to carefully consider how to effectively integrate and analyze data collected through such contrasting methodologies.

On the other hand, quantitative methods are the reverse, taking a broad view, gaining a statistical overlook, and concentrating just on the results without delving too deeply into the meaning behind the data. A technique that combines two or more approaches is known as a mixed method approach. The word itself suggests that the two approaches are combined, blended, and used equally.

There's a misconception that mixed methods research simply involves combining qualitative and quantitative data however you see fit (Morse & Niehaus, 2009, p. 10). It's not about forcing the data to fit a mold. As Morse and Niehaus (2009, p. 11) explain, mixed methods isn't about merging the methods themselves, but rather about bringing them together "at the point of interface" where they can be analyzed separately. In essence, the data collected through each method retains its distinct character and isn't simply mashed together. The strength of mixed methods lies in the researchers' ability to then interpret the findings from each approach to gain a richer and more comprehensive understanding of the research question. In a mixed methods study, one method typically plays a leading role while the other acts in a complementary role, providing insights where the primary method falls short (Morse & Niehaus, 2009, p. 11). This doesn't mean the complementary method is insignificant. However, according to Morse & Niehaus (2009, p. 117), for a study to be truly considered mixed methods, the "complementary" method shouldn't be so robust and detailed that it could stand alone as a separate, publishable piece of research. The value lies in how the two methods, though potentially unequal in weight, illuminate the research question from different angles, ultimately leading to a more nuanced understanding than either method could achieve on its own.

For this research project, it seemed better to mix both types of methods, combining both qualitative and quantitative methodologies. This decision was based on the advantages each approach offers. Qualitative methods, often employed in

small-scale case studies, excel at in-depth exploration of details. Techniques like interviews and observations allow researchers to gather rich, nuanced information that might be missed in large-scale studies. Quantitative methods, on the other hand, typically focus on broader trends and patterns within larger populations. Surveys are a common example of this approach.In this study, the researchers chose to use a quantitative method (an online questionnaire), while incorporating qualitative semi-structured interviews. This combination allows the researchers to leverage the strengths of both approaches. Qualitative interviews can provide deeper insights and context that might not be captured by the survey. Conversely, the survey can efficiently gather data from a wider range of participants, potentially revealing broader trends that might be missed through interviews alone. In essence, we aim to exploit the complementary nature of these methods: where one falls short, the other can provide support and illumination. As Hogheim (2020, p. 30) suggests, the weaknesses of one method become the strengths of the other in a well-designed mixed methods study. This combined approach allows to paint a more comprehensive and nuanced picture of the research topic.

2.2.1 Qualitative Research Methods

The two main categories of research methods are qualitative and quantitative. Qualitative research encompasses a variety of methods like interviews, observations, and case studies. It's often characterized by its in-depth nature, focusing on a smaller number of subjects. Sukamolson (2007, p. 4-7) suggests this focus on detail contributes to the "quality" aspect of the term, as researchers can delve deeper into specific aspects of the topic. Additionally, qualitative research gathers non-numerical data, often in the form of text or rich descriptions. A core aspect of qualitative research is its emphasis on understanding participants' perspectives. Corbin & Strauss (2015, p. 5) highlight how qualitative researchers seek to connect with their participants and gain an insider's view of the world. This focus on personal reflections, from both the researcher and the participants, allows for a deeper understanding of the phenomenon under investigation.A researcher's curiosity about a particular phenomenon drives them to conduct a study. This study, as described by Cresswell (2014), offers a window into the lived experiences of the participants, essentially their "worldview" of the phenomenon. Kvarv (2021) emphasizes this by defining phenomenology as the exploration of interpretations. In other words, it delves into how people understand and experience various phenomena. Opsahl (2021) clarifies this further by stating that the focus is on how humans experience these phenomena, without introducing external theories about the cause or underlying mechanisms. Therefore, a qualitative approach prioritizes understanding the participants' subjective experiences of the phenomenon itself, rather than imposing pre-conceived explanations.

2.2.2 Quantitative Research Method

The data is analyzed using a quantitative method. According to Creswell (2009), quantitative research is a method for verifying objective theories by analyzing the relationship between variables that highlight the influence of TikTok on EFL students' speaking skills. These variables can then be measured, usually using instruments, allowing for the statistical analysis of numbered data. "Quantitative studies is characterized with the aid of using numbers to symbolize records," claim Fred and Perry (p. 75). To put it another way, the quantitative approach is a helpful method for extrapolating findings from a large sample size chosen for the study. It involves the usage of numerical data to answer questions like "who", "how", "what", because is deals with numerical analysis through the sample selected by the researcher in order to explain the main issue by analyzing the collected data in form of numerical and mathematical procedures. Furthermore, Fred and Perry (2005) identify several key distinctions between quantitative and qualitative research. These differences lie inthe fashionableorientation underlying the study, the methodsof facts series used, the sample of the amassed facts, and the technique of facts evaluation carried out for facts managing and getting results.

2.2.3 The difference between qualitative and quantitative method

The distinction among the quantitative and qualitative strategies summarized as follow:

1. Quantitative studies related to large-scale studies; a qualitative study related to small-scale studies.
2. Quantitative studies make use of numbers tosymbolize its facts; qualitative studies make use of verbal descriptions and visible pictures to symbolize its facts.
3. Quantitative studies are associated with the researcher objectivity; qualitative studies are associated with the researcher as he is the main size device.
4. Quantitative studies include reading particular variables; a qualitative study includes holistic, systematic, encompassing, and incorporatedperspective.
5. Quantitative studies have a tendency to investigate facts after gathering them; qualitative studies have a tendency to investigate facts for the duration of gathering them with interpretations confined via way of means of theoretical interests. (2005, p.22)

2.3 The sample and population

This research is conducted at the English department at the University of Yahia Fares, Medea during the second semester of the academic year 2023/2024.

Determining the population, which Creswell defines as a collection of people with similar traits, is the first stage in the sampling process (2012, p. 142). Therefore, a variety of factors influence the selection of this group. First of all, first-year students are regarded as former high school students with limited English language skills. In addition to seeking to raise their acquaintance with the four abilities of the English language, first-year LMD students are motivated to seek out broad and profound resources and tools in order to maintain their curriculum levels.

In a research study,researchers use samples, smaller groups representing a larger population, to study and draw conclusions about the entire population (Creswell, 2012). For this study, a simple random sampling technique was used to select participants. Kothari (2009) emphasizes the importance of choosing an optimal sample size, avoiding extremes of either too large or too small a group (p. 56)Therefore, the sample chosen in this inquiry consists of forty-sixstudents (N= 46) from a population of one hundred and sixty-four students (164 students).

Kothari (2004) emphasizes the advantages of sampling as follow:

1. Sampling can keep time and money.

2. Sampling can also additionally allow greater correct measurements for a pattern examine is commonly performed with the aid of using educated and skilled investigators.
3. Sampling stays the simplest manner whilst population includes infinitely many members.
4. Sampling stays the simplest preference whilst a check includes the
5. destruction of the object below examines.
6. Sampling typically permits to estimate the sampling mistakes and, thus, assists in acquiring statistics regarding a few functions of the populace (p.122)

2.4 Research instruments

The study at hand stands for an exploratory mixed method case study, more specifically, this case study employed two data collection methods for multiple reasons. Mixed methodis used in this study because the data is qualified quantified; therefore, the analysis is interpretive and statistical. Furthermore, exploratory research tends to answer specific type of research questions namely: what, why and how and in this research, the main question is posed as “How does using TikTok influence EFL students’ speaking skills?”. In addition to the second sub-question “How do the first-year students perceive the TikTok application?” Also, this study aims to explore the phenomenon via the application of exploratory research. Moreover, exploratory research is utilized in tackling new problems on which little

or no previous research has been done to investigate that specific phenomenon. Since exploratory research is employed, the researchers decided to use the most popular primary data collection method used in exploratory studies which is a semi-structured interview. Besides, the employment of a questionnaire as another method for data collection for a better comprehension of the phenomenon under exploration.

The employment of two different data sources in research is called triangulation. Mackey and Gass (2005) promoted the use of triangulation in research (p. 181). This method involves incorporating multiple research techniques and drawing data from various sources. By doing so, researchers can explore an issue from a wider range of perspectives, enhancing the credibility (believability) of their findings. Additionally, triangulation can improve transferability (the generalizability of results to other contexts), confirmability (assurance that the findings are due to the research and not researcher bias), and dependability (consistency of the findings over time or with different researchers)...

To confirm to the aforementioned information, the researchers decided to go with two data collection models to create a reliable and credible work. For these reasons, data collection methods including questionnaire and semi-structured interviews were engaged.

2.4.1 The questionnaire as a method

A questionnaire is a tool used to collect data about a specific subject. According to Creswell (2009), the questionnaire is a structured method for gathering first-hand information. Respondents are typically required to answer a series of written questions. Additionally, the subject was asked a series of closed- and open-ended questions by the researcher using a semi-structured questionnaire.

The questionnaire is widely and common method used by investigators in checking the information about the research subject aims, attitudes and backgrounds. Although a questionnaire is employed in this study to explore the connection between TikTok and student speaking abilities, it's important to acknowledge that this method gathers quantitative data, which may not fully capture the nuanced experiences of the participants.

A common tool for gathering numerical data, the questionnaire, is being used in this study to explore the influence of TikTok on student speaking skills. It is a series of various questions administered to a sizable number of participants in order to gather statistically significant data regarding a particular subject. It is a useful

technique for gathering a variety of data from a sizable number of people, known as respondents (Roopa & Rani, 2012).

Moreover, the questionnaire is a kind of data collection to gather information in a readily-processable form. The use of questionnaire can help the researcher in various ways, and it has many advantages for choose it as a data-collecting tool. According to Seidel et al (2012, p,151) summarizes its strengths in the following:

1. Questionnaires can be sent and returned by post or Email and they can be handed directly to the respondent
2. Questionnaires are cheap to administer.
3. The only costs are those associated with printing or designing the questionnaire.
4. No time-consuming; it increases the speed of data collection.
5. The respondent can finish it and return it back quickly
6. Questionnaires offer a key benefit: they minimize bias introduced by interviewer characteristics and inconsistencies in their questioning skills.

2.4.1.1 Types of questions

In designing the present questionnaire for research purposes, It includes different types of questions which are arranged in a logical way chosen by the researchers. The questions required with: (yes/no questions), picking up the appropriate answer from a given number of choices, and asking open-ended questions for the students to give their opinion and explanations.

Each Questionnaire needs to include a variety of question types the following:

Close -ended and open -ended which are used to find out the objective facts from people, these questions should be clear for the respondents. Selltiz et al (2009) argue that "the selection of each type is determined by the researcher objectives and the type of data that has to be collected", thus, the researcher should use clear and simple questions for the participants. In addition, choosing a certain type of questions isdetermined due to the research aims and the kind of the data collected concerning the influence of TikTokon students' speaking skills.

2.4.1.1.1 Open-ended questions

The participants (EFL students) are expected to provide their personal thoughts and ideas on the subject or to justify their decisions when answering open-ended questions. The goal of an open-ended question is to elicit a free response from the respondent, as opposed to one that is restricted to the options that are

provided. Open-ended questions are utilized in quantitative research as well as conclude with a section of open questions to obtain more in-depth answers and gather information on our subject, as stated by Naoum (2007, p. 33) who states that "open Questions are used in order to encourage the respondent to provide free responses."

2.4.1.1.2 Closed-ended questions

Participants in this kind of question are expected to respond in dichotomies (yes/no questions) or by selecting the best response from a list of possibilities. This kind of questionnaire starts with a series of closed questions with boxes to check, making it quicker and easier for the researcher to record replies regarding the impact of TikTok on the speaking abilities of first-year LMD students. In addition to its main benefits, the researcher in this study used closed-ended questions to gather data in order to accomplish the objectives and analyze the answers statistically about our research issue.

To support this point of view the researchers, Oppenheim (1992, p. 99) summarizes the strengths in following:

- Require little time

- No extended writing

- Low costs

- Easy to process

- Make group comparisons easy

- useful for testing.

- Specific hypothesis.

- Less interviewer training.

2.4.1.2 Aims of the students' questionnaire

The most important aim behind using questionnaires for EFL students is to know about the role that TikTok plays in influencing their speaking skills. TikTok offers for the participants mainly by examining two major aspects: 1st evaluating the input (listening) they get in TikTok, and 2nd how it allows them reinvest it to produce orally.The questionnaire deems to beanappropriate tool to explore and evaluate the input and the output that TikTok offers for English learners.

2.4.1.3 The description of the questionnaire

To gain insights into how TikTok influences EFL students' speaking skills, this study leverages questionnaires. This research tool is particularly advantageous because it allows for efficient data collection within a limited timeframe.

This study utilizes a questionnaire designed specifically for the participating students. It combines 19 open-ended and closed-ended questions. Open-ended questions allow students the freedom to express themselves using their own words, providing richer insights. Closed-ended questions, on the other hand, present students with a set of pre-determined answer choices, limiting their response options. The questionnaire is structured into three sections. The first section focuses on gathering background information about the participants, including their gender, age, and level of study.

The second section of the questionnaire delves into the students' familiarity with TikTok. It comprises five items designed to assess their level of knowledge and usage. This section includes; Closed-ended (yes/no) questions (Questions 2, 3, and 5). These questions provide clear-cut "yes" or "no" answers, offering a quick snapshot of specific aspects of TikTok usage.A multiple-choice question (Question 4). This question presents students with a set of predefined answer choices, allowing them to select the option that best reflects their experience.An open-ended question**.** This question encourages students to elaborate in their own words, providing a deeper understanding of their knowledge and perspective on TikTok.

The final section of the questionnaire, consisting of nine items, focuses on understanding students' perceptions regarding the use of TikTok for English language learning.

2.4.1.4 Piloting the questionnaire

To guarantee the questionnaire's effectiveness in gathering accurate and relevant data, and to ensure students find the questions clear and easy to answer, a pilot test should be conducted before the main study.The piloting stage serves as a valuable checkpoint for the researcher. It offers crucial insights and additional considerations to evaluate and potentially improve the questionnaire and question design before the main data collection begins. To refine the questionnaire before widespread use, the piloting stage will involve administering it to a small, randomly selected group of four or five students from the target population. These students

will complete all the questions, allowing the researchers to assess clarity, identify any ambiguity, and facilitate discussions to ensure the questions are well-understood.Following that, the researcher can evaluate if the questions raised in the questionnaire are relevant to be distributed or should do some modification.This piloting allowed to modify and clarify some questions, making them more understandable and easier for respondents to answer.

2.4.2 The semi-structured interview as a method

Semi-structured interviews are a prominent research approach in social sciences. Interviews are a cornerstone of social science research, offering a versatile tool for gathering information (Hyman et al., 1954). Magaldi and Berler (2020) highlight a specific type, the semi-structured interview, which allows for exploration within a defined framework. This approach provides a balance - it guides the conversation towards the central research question while still allowing for flexibility and in-depth responses.Furthermore, Megaldi and Berler (2020) suggest that the semi-structured interview, despite the thematic paths offered prior to the session, allows a researcher to go deeper for a finding. Anthropological literature, which explores cultures and societies, frequently relies on interviews as a key tool. These interviews often delve into individuals' personal stories and experiences, providing rich insights into a culture's life narratives.

Social science research often utilizes semi-structured interviews. This approach is based on the idea that interviewees are more likely to share their unique perspectives in a setting that allows for some flexibility, as opposed to a highly structured format like a questionnaire (Flick, 2006). In other words, semi-structured interviews create a space where interviewees can express themselves more freely, potentially leading to richer and more nuanced data compared to a fixed set of questions.Unlike structured interviews, which follow a rigid script with predetermined questions, semi-structured interviews offer more flexibility. The interviewer can ask follow-up questions or delve deeper into points raised by the interviewee, allowing for a more dynamic and nuanced conversation

2.4.2.1 Aims of the semi-structured interviews

The most important aim behind using semi-structured interview for English students is to collect data concerning The Influence Of TikTok On EFL Students' speaking skills. The semi-structured interview is an appropriate tool for this kind of investigation. It is based on free answers. It is considered as a major source of data collection. Semi-structured interviews can be a valuable tool for exploringhypotheses and contributing **to** the credibility of research findings. While they can provide rich data and insights, it's important to remember that interviews

don't definitively "verify" hypotheses on their own. They are best used alongside other research methods for a more comprehensive understanding.

2.4.2.2 Description of the semi-structured interviews

In the present study, the researchers conducted a semi-structured interview on April 29th, 2024. In order to record the interviews, audio clips were recorded by means of mobile phone. The interview consists of two questions:

Q1: If you had the chance to be a content creator, what content would you choose?

Q2: What do you think about the Algerian TikTok content creators?

The researchers selected 14 students from the ones who claimed to have TikTok accounts in the questionnaire then conducted a semi-structured interview with. The interview took about ten minutes to each pair where theresearchers gave sufficient time for the respondents to freely express their opinions and answer the questions.

2.4.2.3 Piloting the semi-structured interview

After the supervisor approved the interview questions, the researchers selected first year LMD students who have TikTok accounts to ensure their comprehension oftheir language slang words using. The studentswere asked to evaluate the clarity of the questions. They had no difficulty comprehending or answering the specified questions.

Conclusion

This section has outlined the foundational framework for this research. It has provided a clear explanation of the chosen research design and the specific methods employed to collect and analyze data on the influence of TikTok on EFL students' speaking skills.

The next chapter will shift gears, delving into the analysis and presentation of the research findings.

CHAPTER THREE: RESULTS AND DISCUSSION

Introduction

This chapter, entitled "Presentation of the Findings," serves as a platform to unveil the research results. It is structured into two distinct sections. The initial section analyzes information gathered through a questionnaire completed by 46 from L1 students. These students are enrolled in the Department of Foreign Languages at Yahia Fares University (Medea). The subsequent section presents the findings that emerged from insightful semi-structured interviews conducted with a group of 14 students.

3.1 Presentation of the results of the questionnaire

The questionnaire consists of three sections: background information of the participants; their knowledge acquaintance with the use of TikTok; and their perceptions towards TikTok use to learn English. The results of these sections areevaluated through the use of the qualitative content analysis.

3.1.1 Participants' background information

This section is meant to gather information about the participants general profile including gender and age.

Q1: what is your gender?

Table1: students' gender

	Frequency	**Percentage**
Male	7	15.2%
Female	39	84.7%
Total	46	100%

Figure 1: students' gender

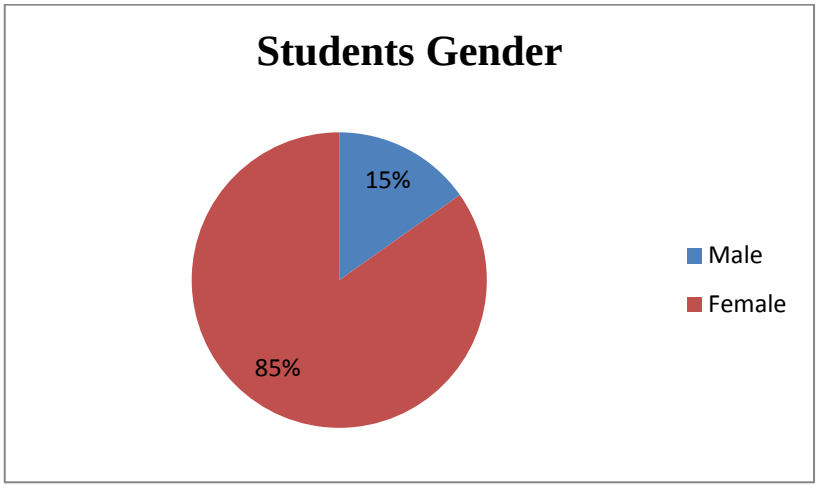


Figure 1 and table 1 show the distribution of the participants according to their gender. The majority of them85%were females. The remaining 15% were males.

Q2: How old are you?

Table2: Students' age

	Frequency	**Percentage**
18-23years old	43	93.47%
24-29years old	3	6.52%
30years and over	0	0%
Total	46	100%

Figure2:Students' age

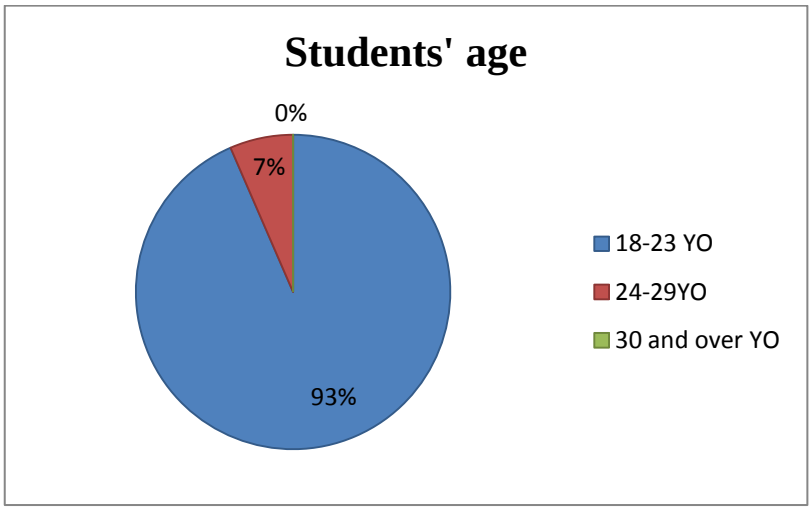


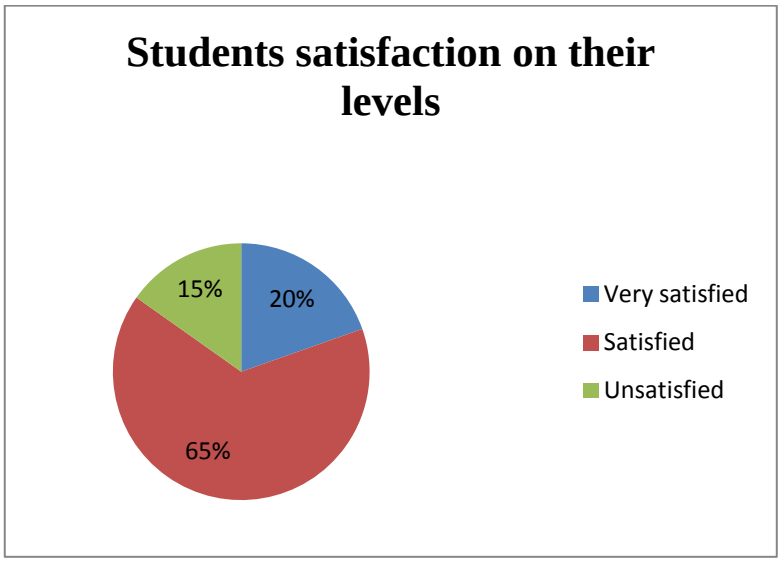
Figure2 and table2 showthat 43 students are aged between 18-23 years old(about 93%) and only 3 students are aged between 24-29 years old(about 6%) and no one is 30 years old or over thanthat.

Q3: how satisfied are you with you level in English?

Table3: Students satisfaction on their levels.

	Frequency	**Percentage**
Very satisfied	9	19.6%
Satisfied	30	65.2%
Unsatisfied	7	15.2%
Total	46	100%

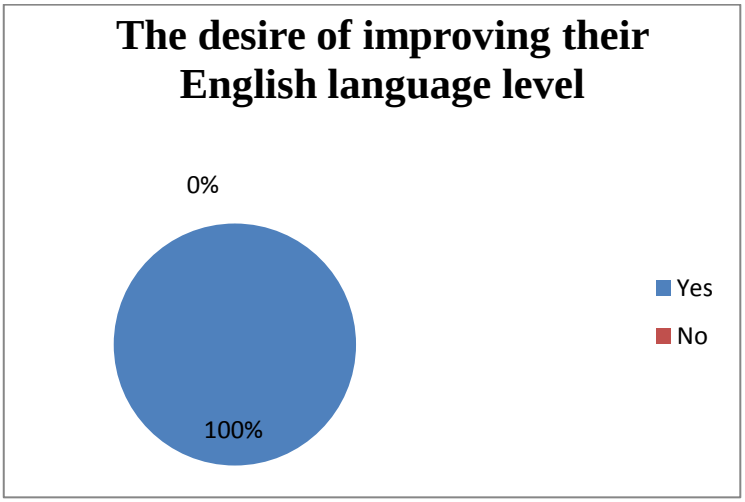
Figure3: Student's satisfaction their levels.



The results demonstrated in the figure 3 that over half of the respondents65% confirmed that they are satisfied with their level in English. Whereas, 15% are unsatisfied, 20% of respondents affirmed that they are very satisfied with their level.

Q4: Are you seeking to improve your level of English language?

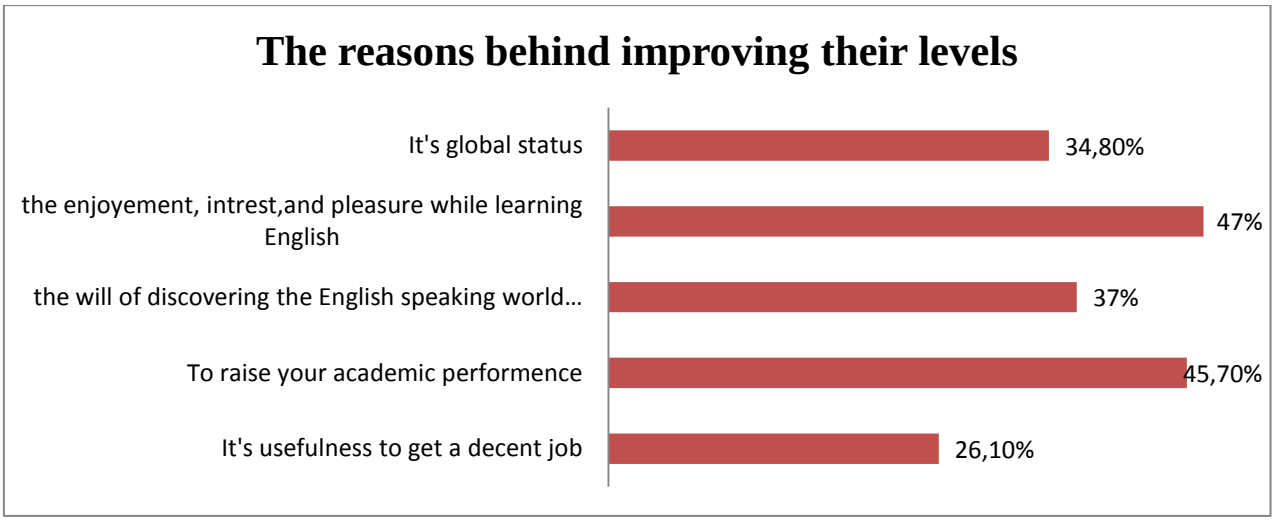
Figure 4: the desire of improving their English language level.



All 46 participants responded "YES " indicating that they are seeking to improve their level of English language. This represents 100% of the sample.

Q5: If yes, what are the reasons behind your desire to improve your level?

Figure5: The reasons behind improving their levels.

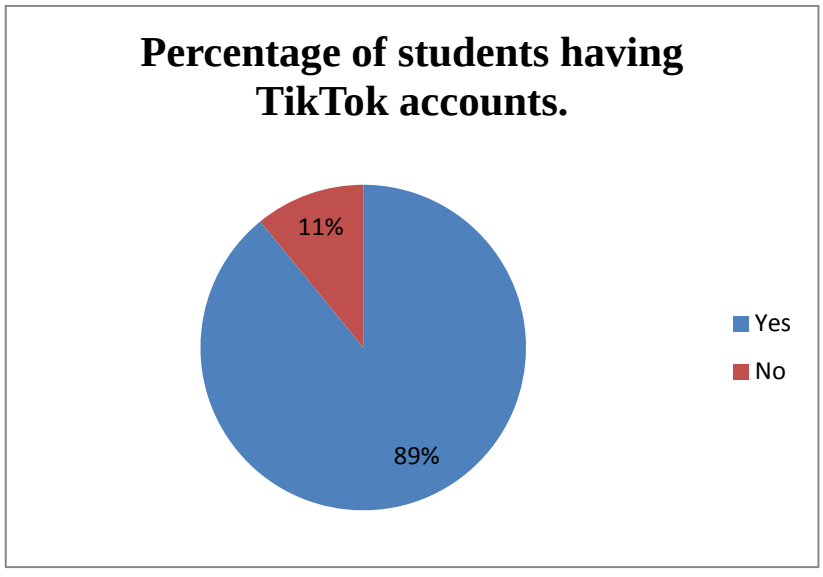


It appears from figure 5 that the respondents were allowed to choose more than one answer, which was estimated at 47,8% answered that enjoyment, interest and pleasure. While learning English is the real reason for their endeavour to develop their level in it. Followed by 37% which refers to the will of discovering the English-speaking world, its culture, its people… etc. Then, the reason of raising their academic performance and the reason of obtaining a decent job occupied the third place with a percentage of 34,8%. Finally, 26,1% answered that the global status of English language is the reason behind their desire to improve their level of it. The findings suggest that the global reach of English, while a factor, may not be the primary motivator driving students to improve their English skills.

3.1.2 Learners' knowledge and acquaintance with the use of TikTok:

Q1: Do you have TikTok account?

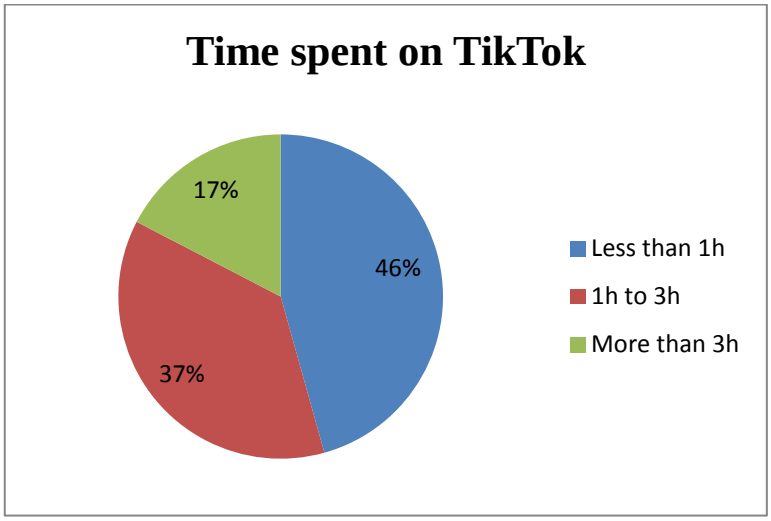
Figure6: Percentage of students having TikTok accounts.



The collected data at this level of questionnaire demonstrates that a considerable number of the respondents that represents 89,1% have a TikTok account. Meanwhile 10,9% of the respondents do nothave TikTok account.

Q2 : If yes, how much time per day do you spend on TikTok ?

Figure7: Time spent on TikTok.



The obtained results reveal that 45,7%of the sample answered that they use TikTok for less than one hour per day. While 37% confirmed that they use TikTok from one hour to three hours a day. 17,4% answered that they use TikTok for more than three hours a day. It is concluded that students use TikTok on average for between one and three hours per day.

Q3: Why do you use TikTok?

Figure8: The reason behind using TikTok.

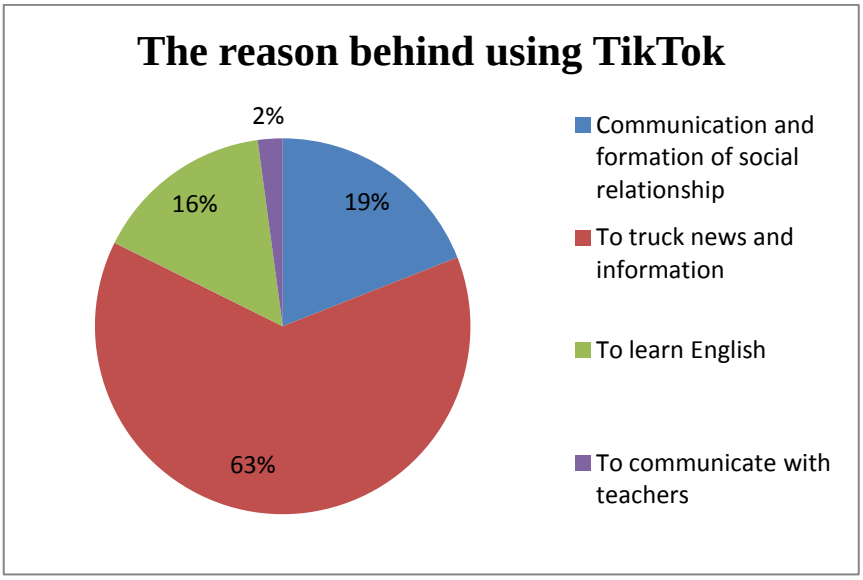


Figure 8 shows that the majority of the sample, which was estimated at 65,2% answered that reading news and information is what drives them to use TikTok. Followed by 19,6%who are motivated by communication and formation of social relationships, then 13% who use TikTok to learn English. Finally, a percentage of 2,2% use TikTok to communicate with teachers. This can be attributed to the nature of TikTok that is considered a platform for gathering new information.

Q4: What subjects or topics do you think are the best suited on TikTok?

The analysis revealed a range of preferred content areas on TikTok for language learning. The majority of respondents favored educational topics, including those related to foreign language acquisition and historical or cultural aspects of languages. Others expressed interest in categories like music, dance, fashion, humor, food, and sports. Finally, a smaller group found motivation, travel adventures, and social experiences to be valuable learning resources.

Q5: what are the advantages that attract you to use TikTok to learn English?

Figure9: The advantages of using TikTok when learning English.

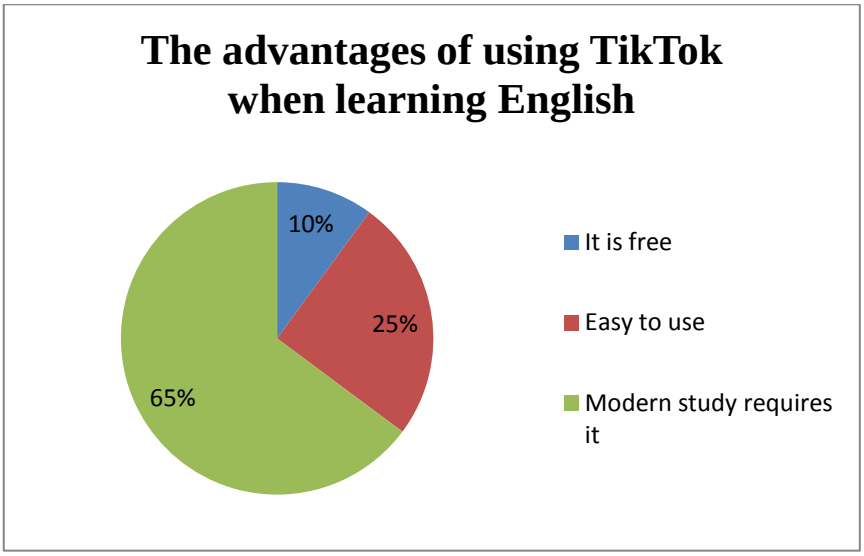
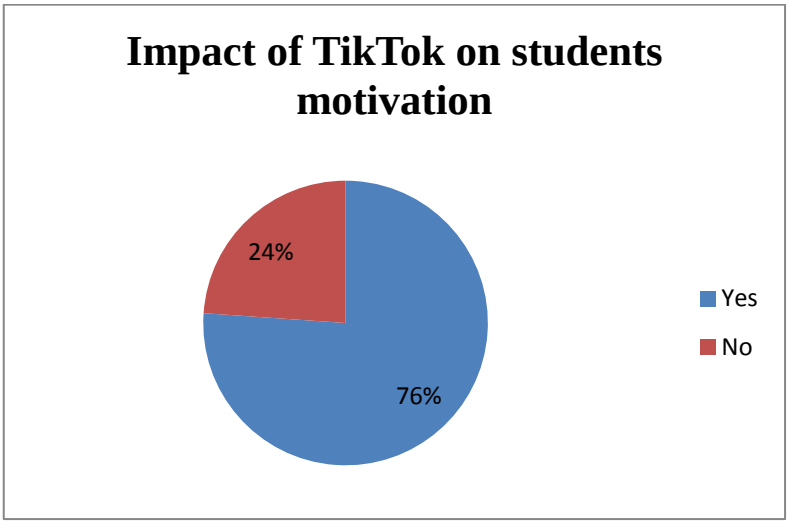


Figure 9 displays the advantages that attract students to use TikTok to learn English, where the largest percentage, 54,3% replied that is easy to use, followed by 23 % answered that modern study requires it. Finally, 21,7% answered by its free.

3.1.3 Students' perceptions towards TikTok use to learn English:

Q1: Do you improve your motivation to learn better English?

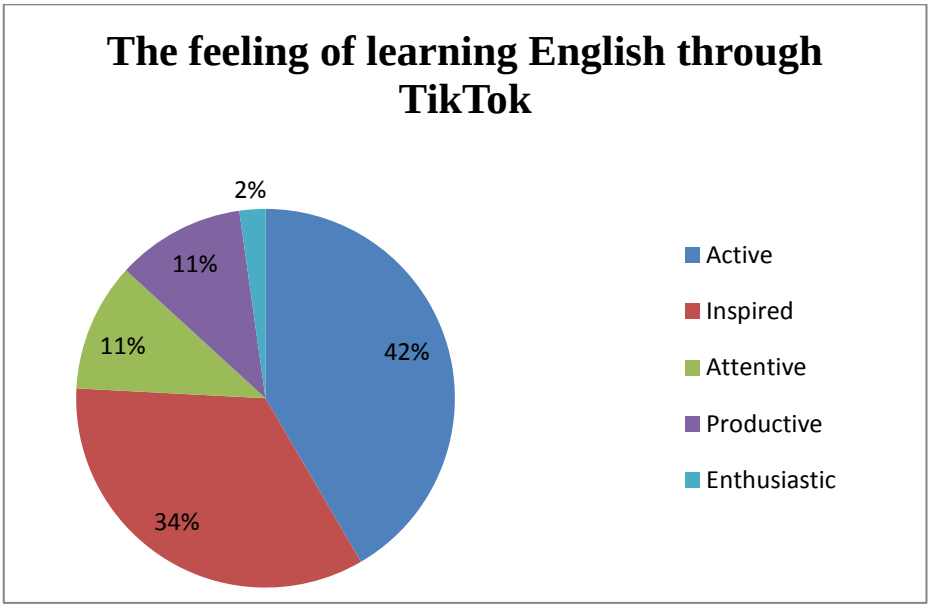
Figure10: Impact of TikTok on students' motivation.



The graph shows that 76,1% of the respondents declared that TikTok improves their motivation to learn better English, although 23,9% confirmed that is does not fulfil the purpose.

Q2: How do you feel when learning English through TikTok?

Figure11: The feeling oflearning English through TikTok.



From the results displayed in the figure, where the sample was given multiple options. It is observed that 41,3% of the respondents feel active when learning English language through TikTok. 34%of the respondents were inspired. Then, 10,9% feel attentive and productive and finally 2,2% feel enthusiastic.

Q3: Did TikTok contribute to the development of your English language?

Figure12: TikTok contribution in the development of students' English language.

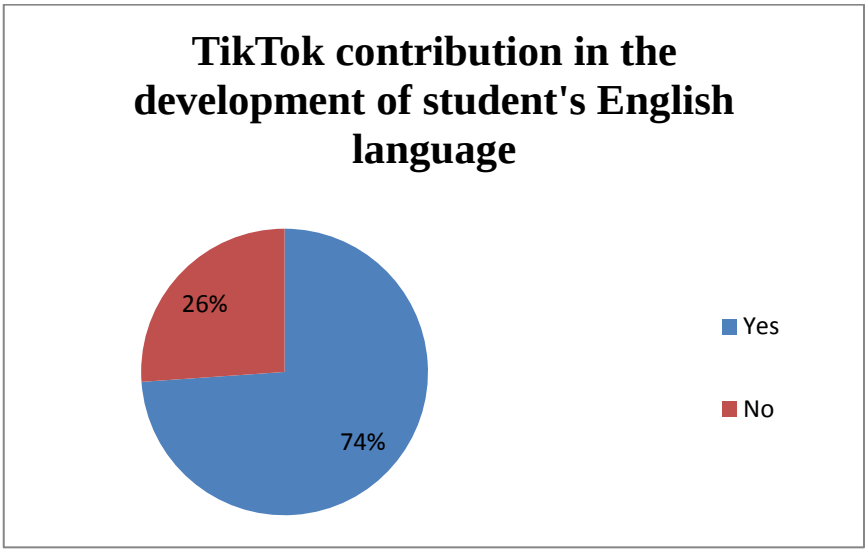
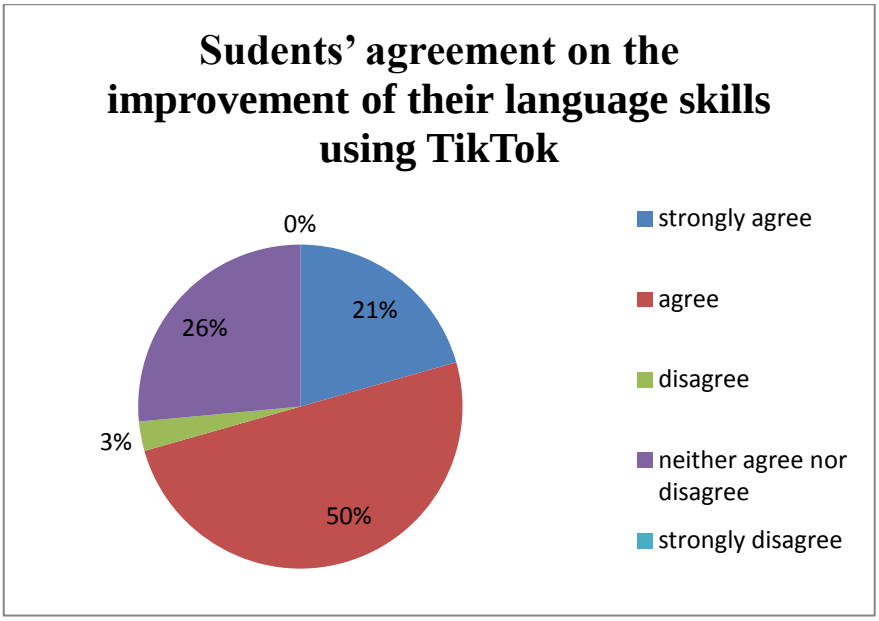


Figure12shows whether TikTok really contributed to the development of students' English language, which 73,9% answered by yes, while 26,1% answered by no.

Q4:Do you agree that your language skills have improved with the use of TikTok?

Figure13: students' agreement on the improvement of their language skills using TikTok

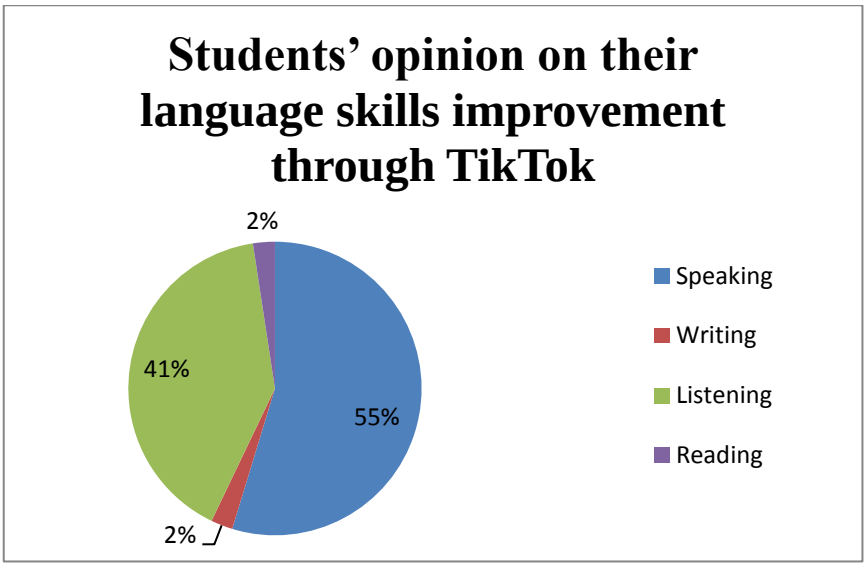


The survey results on the impact of TikTok on language skills revealed a positive trend. Among the 46 participants ;21% strongly agreedthat their language skills improved with TikTok use.A significant majority (50%) agreed with this

sentiment.Nearly a quarter (26%) remained neutral. Only a small portion (3%) disagreed, and none strongly disagreed.

Q5: Which language skill did you develop the most by usingTikTok?

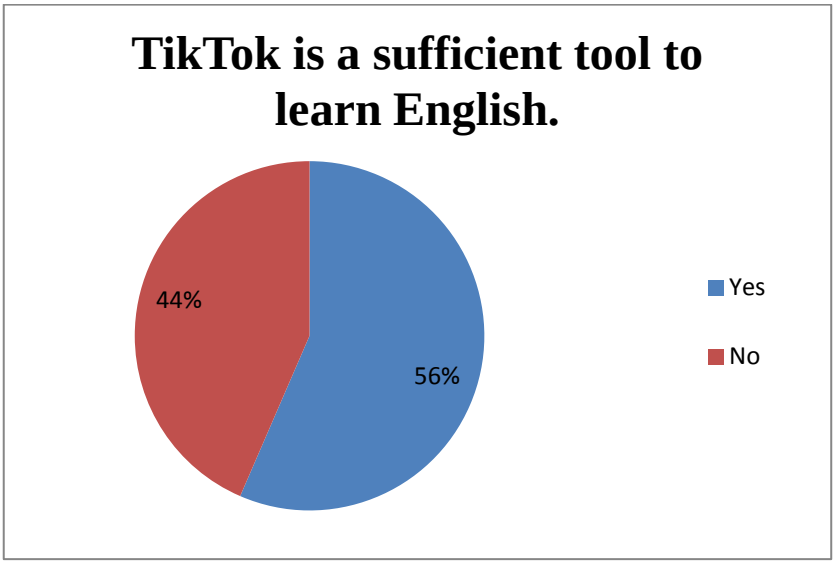
Figure14: Students' opinion on their language skills improvement through TikTok.



From the figure above, 50% of the respondents developed their speaking skill more than the other language skills thanks to TikTok. 37% of them confirmed listening is the language skill they most developed. While 8,7% declared that reading is the language skill they improved the most, then 2,2% of the respondents assert that they developed their writing skill.

Q6: Do you consider TikTok as a sufficient tool that meets all your needs to learn English?

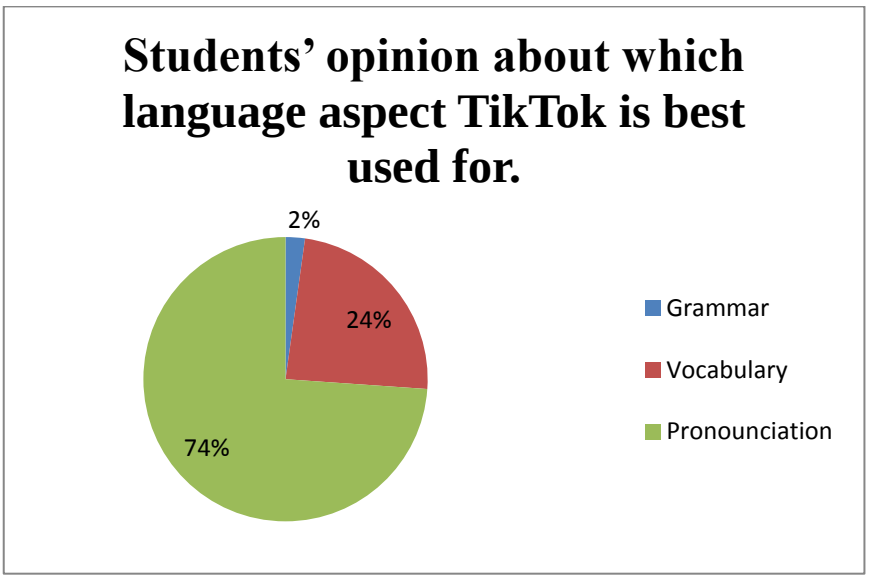
Figure15: TikTok is a sufficient tool to learn English.



These obtained results reveal that more than a half 56,5% answered that they are convinced that is sufficient tool, while 43,5% answered by NO.

Q7: Among these aspects of language, which one do you think TikTok is best used for?

Figure16: students' opinion about which language aspect TikTok is best used for.



The diagram sheds light on which language aspects students perceive TikTok to be most beneficial for. A clear majority (73.9%) identified pronunciation as the primary area of improvement with TikTok. Vocabulary followed distantly at 23.9%, while grammar received the least endorsement at only 2.2%.

Q8: what kind of videos on TikTok can improve your speaking skills ?

Data analysis revealed a clear preference for specific TikTok content categories for language learning. Students particularly enjoyed videos recommending shows, movies, and books, suggesting a broader cultural interest alongside language acquisition. Additionally, videos focusing on vocabulary and pronunciation were highly rated, indicating a strong desire to improve speaking skills. Finally, students appreciated content that corrected and differentiated word usage, highlighting its benefit for spoken language development.

Q9: What do you think about listening to other users teaching English through TikTok from an educational perspective?

This study underscores TikTok's potential as a creative and engaging educational platform for young learners. Many participants highlighted its popularity and its ability to spark interest in learning. The convenience and accessibility of TikTok were seen as advantages over traditional classroom settings. Overall, the findings suggest that TikTok can play a significant role in enhancing English language proficiency and knowledge acquisition.

3.2 Presentation of the results of the semi-structured interview

The second section of this chapter presents the findings from semi-structured interviews conducted with 14 first-year LMD students in the Department of Foreign Languages at Yahia Fares University in Medea.Fourteen participants were designed to answer two questions in a form of a conversation. First, the researchers divided the participants into pairs. Second, conversation of eachhave been recorded thepair to observe whether these students' speaking skills were influenced by TikTok or not. Third, literal transcription was usedby a mobile application named "Sound Type AI" to transcribe the audio-records in order to highlight and analyse the speakers' speaking skills and indicate the TikTok slang used in their conversation. Specific words and expressions have been shown to demonstrate these findings.

The questions that were conducted to answer the hypotheses are:

Q1: If you had the chance to be a content creator, what content would you choose?

Q2: What do you think about the Algerian TikTok content creators?

These questions were chosen in order to know the interest of the students and to make them enough comfortable creating a conversation which allows to observe their genuineness and to extract TikTok words and expressions.

Pairs 01:

Q1: If you had the chance to be a content creator, what content would you choose?

Female speaker A:

00:11

“Well for me, I would like to choose the lifestyle of me...”

00:16

“. Because people are more into knowing the daily life of each other....I would simply choose something ***not tooshabby***”

Not too shabby: is a casual way of saying something is "fairly good" or "better than expected." It's a positive expression, but it doesn't imply something is exceptional.

Female speaker B:

00:28

“Bet...for me, I think I'd share a...”

00:31

“Horror stories, like playlists, horror stories, just fun, and it's chain crimes and how they happen...”

Bet:In the previous example, the speaker used the term “***bet***” one time during the conversation while answering the first question which is “If you had the chance to be a content creator, what content would you choose?”on 00:28 to be exact. Mentioning this term by the speaker confirms that she is influenced by TikTok. As stated by Darren(2024), the slang term “***bet***” is commonly used to express agreement or confirmation. It is often used to acknowledge a statement or to show that you are in agreement with someone. This article mentioned that this word is popular on TikTok.

Pair 02:

Q2: What do you think about the Algerian TikTok content creators?

Speaker A:

00:59

I think Algerian creators are just trying to take the attention of people.

01:07

They are just sharing videos, whatever it was.

01:12

They tend to create problems with each other just to betrendy.

01:26

I think they have no content actually.

01:29

They just, like, turn on their cameras and just start ***yapping, yapping, yapping.***

01:34

That's it.

they just...

They just do, like, matches with each other, just making groups with each other...

That's it.

Yapping: Morillo (2024) defines "yap" as a casual conversation style where people can talk about a wide range of topics. It's less focused on rumors or private information compared to gossip, but more engaging than superficial small talk.

According to Madison Malone Kircher (2024), terms like "yapper," "yap," and "yapping" have become trendy on TikTok. In this context, "to yap" simply means to talk excessively, often about trivial matters.

The speaker used the term "***Yapping***" three times in row on 01:29. According to the previous journal article written byMadison Malone Kircher the term "***Yapping***" has become trendy recently especially among the young generation which means the speaker is clearly influenced by TikTok by using this word.

Pair 03

Q2: What do you think about the Algerian TikTok content creators?

02:39

Speaker B:

" I do watch Algerian influencers sometimes and I love seeing someone who speaks English language and make us do a "***Duet***" because it helps me to engage more with him especially who has British accent"

When the second question "What do you think about the Algerian TikTok content creators?."was addressed to the third pair. The first speaker Immediately adopted an influence perspective as she started her turn by using the word "***Duet***"**.** In this case the "duetting" is a popular feature used by many TikTokers to collaborate with others, showcase their talents, and participate in challenges and trends. The TikTok feature is called "***duet***" because it is often used for users, such as singing a duet or performing a dance routine together. well on TikTokthis term is a feature that allows users to create a split-screen video with another user's video (Delfon, 2022).

Pair 04:

Q2: What do you think about the Algerian TikTok content creators?

Speaker A:

01:58

Nothing, nothing interesting at all. No content, no creativity, no storyline, nothing.

02:04

They're just people. Sometimes they dance, they meet with each other, they do drama. ***Periodt.***

02:03

That's it.

Periodt : Comparable to the phrases "end of story" and " full stop", "***Periodt***" signals the end of the discussion. This slang expression was popularized by the youth community and spread to the main stream in the early 2020s on social media platform such as: TikTok. This word is used frequently by "stans" obsessive fans of celebrities. (MMGuaedian. *n.d*.)

Pair 05:

Q1: If you had the chance to be a content creator, what content would you choose?

Speaker A:

00:08

Sorry, but I really want to dance.

Speaker B:

00:11

Oh, God.

Speaker A:

00:12

because I really have like such skills in dancing but I'm not gonna do that just because uh

00:18

Not because like I don't want to do that because it's haram and the hidjab and you know

00:23

Also, I think I choose to dance because people nowadays are silly.

Speaker B:

00:32

You are ***delulu***.

Delulu:The internet slang term "delulu" comes from the word "delusional." It's commonly used on social media to describe someone with unrealistic or overly idealistic beliefs. "Delulu" originated within the K-Pop fan community, initially used as playful criticism of other fans' theories about celebrities. Since 2022, it's gained wider popularity on platforms like TikTok and is now a general slang term for "delusional." (Source: Later, 2024).

Pair 05:

Q1: If you had the chance to be a content creator, what content would you choose?

Speaker A:

01:08

What about you?

Speaker B:

01:10

For me, I think

01:14

I would choose to make vlogs, I would choose to do get ready with me, I would choose to, I don't know, give them some tips on uuh, I don't know

01:30

mental health or whatever

01:32

Ooh!***It's giving***Amira Ria's content

It's giving: "The term "it's giving" is a slang expression that denotes the emission of a specific vibe of someone or something. The phrase "it's giving" has gained popularity on social media platforms such as: TikTok. It is commonly used to describe situation or experience that is exceptionally intense, dramatic, or extravagant" (simplified,2024)

Pair 06:

Q1: If you had the chance to be a content creator, what content would you choose?

Speaker A:

00:59

I enjoy listening to those stupid details about people when they do their skin care and make-up and how they ***spill tea*** about their lives while doing their make-up

Spill tea: "the term "***spill tea***" started in drag culture and became famous on TV shows.

Now it is a big hit on social media platforms like Twitter and TikTok, where people use it to talk about sharing gossip or news.

Online, "***spill the tea***" is a call to share gossip or news."(Keyhole, *n.d*)

Pair 07:

Q1: if you had the chance to create content on TikTok what would you chose?

Speaker A:

00:13

right so if I had a chance to be a content creator on TikTokI would prefer to make a cooking blog …. and of course,I have an experience for that but it wasn't about showing my picture or videos it was like reposting videos that has been posted recently and I have been like doing this for six months.

Speaker B:

00:21

Slay

Slay: On platforms like TikTok, "slay" has become a popular way to shower someone with praise. According to Dictionary.com, it signifies excelling in a way

that's particularly impressive, often applied to fashion, artistic performances, or displays of confidence.

Speaker A:

00:49

And what about you?

Speaker B:

00:52

I want to be a player guitar as I have an opportunity and I have an experience yeah; I want to be like …. yeah, but what why do you think it's good to yeah because this thing is very trendy it's not something ***mid***.

Mid: According to Urban Dictionary, the slang "***mid***" is used to describe something or someone as below average or low quality. It can be used as an insult or to oppose the opinion of another. In other words, "***mid***" can be used as a replacement for "boring," "not good," "mediocre," "low quality," among others. The slang more so describes something that is just OK or mid-tier and is not used for things that are truly bad or awful.

Q2: what do you think of the Algerian content creators? Speaker A: 02:02 Algerian content creators? Well, honestly, they're so full of ***cap***

Cap: The word "***cap***" is a slang term that teenagers often use on TikTok. In slang, "***cap***" usually refers to bragging or lies. It can be used to describe someone lying or exaggerating, to show excitement or approval, or to express disbelief.

Speaker B:

02:17

They sacrifice their reputation in order to make them funny in a funny way…plus it is full of ***pick me girls*** which I hate the most.

Pick me girls: The term "***Pick Me Girl***" didn't originate on TikTok but it's become one of the defining terms for a certain type of user on the app. A ***Pick Me Girl***, by the internet's definition, is someone who acts or claims that she is "not like other girls", usually to gain attention from guys. Pick Me Boys also apparently exist, and have been likened to Simps.

Conclusion:

This chapter presents the research findings in a clear, visually engaging format, making them easy to understand. It combines the results from both the questionnaire (distributed to 46 first-year LMD students in the English department) and the semi-structured interviews, all centered on the topic of “Exploring the Influence of TikTok on EFL Students' Speaking Skills.” The responses from both data collection methods were generally positive. The next chapter will delve deeper into a discussion of these findings.

CHAPTER FOUR: GENERAL FINDINGS, IMPLICATIONS, AND LIMITATIONS

This chapter delves into a discussion of the findings gathered through the two research instruments employed in this study: the student questionnaire and the semi-structured interviews.

4.1 Discussion of the students' questionnaire

Based on the questionnaire data, the analysis provides a clear understanding of the participants' perspectives. regardingthe Influence of TikTok on EFL students' speaking skills. The first section of the questionnaire answers with basic questions concerning the background information which includes their genders (shown in table and graph 1), their age (shown in table and graph 2),their satisfaction on their levels 65% confirmed that they are satisfied with their level in English, 15% are unsatisfied, 20% of respondents affirmed that they are very satisfied with their level (table and graph 3),the results of the third question revealed that all the students(100%) seek to improve their level in English, which conclude that although the majority of the students are very satisfied and satisfied, they still want to improve their language level. Moreover, the answers of the fifth question concerning the reasons behind improving it were as the following: 47,8% answered that enjoyment, interest and pleasure,followed by 37% which refers to the will of discovering the English-speaking world, its culture, its people… etc. Then, the reason of raising their academic performance and the reason of obtaining a decent job occupied the third place with a percentage of 34,8%. Finally, 26,1% answered that the global status of English language is the reason behind their desire to improve their level of it (graph 5), this conclude that the fact that English is a global language is not necessarily the first and the main motive that drives students to enhance their level of it.

The analysis of data from the first section of the questionnaire revealed that students possess diverse viewpoints and motivations for learning English, as well as varying levels of desire to improve their proficiency.

The second section of the questionnaire results explored the students' familiarity with TikTok. Analysis of the first two questions revealed that a majority of the students reported using TikTok.accounts and spend about 1hour to 3hours per day which means that TikTok is now a popular application that most of the young generation have and use in daily basis. Additionally, in the third question, when students were asked why do they use TikTok, the results indicates that 65,2%

answered that reading news and information is what drives them to use TikTok. Followed by 19,6%who are motivated by communication and formation of social relationships, then 13% who use TikTok to learn English. Finally, a percentage of 2,2% use TikTok to communicate with teachers. This concludes that students are very interested in TikTok platform for amusement or educational purposes. Despite the fact that students use TikTok to learn English the main purpose of using this platform is reading news and information.The fourth question was an open-ended question which asks about the best suited subjects on TikTok. The questionnaire results regarding preferred TikTok content for language learning revealed a diverse range of interests. While educational topics like those related to foreign language acquisition and historical or cultural aspects of languages stood out as the most popular choices, a significant portion of respondents also found value in categories like music, motivation, sports, and other areas. the fifth question showed the advantages that attract students to use TikTok while learning English. The largest percentage, 65% replied that modern study requires it, followed by 25 % answered that is easy to use. Finally, 10% answered by its free. Findings from questions four and five of the questionnaire highlight the appeal of TikTok for language learning. Students appreciate the platform's diverse content, encompassing both educational and entertaining elements. This variety is seen as a key advantage over other learning methods. Additionally, students value the modern and practical nature of TikTok, making it a convenient tool for language acquisition.

Based on the data gathered from the second section of the questionnaire, we concluded that students hold a positive perspective toward using TikTok as a learning tool.

The final section of the questionnaire investigated student perceptions regarding the use of TikTok for English language learning. The first question specifically focused on how TikTok impacts student motivation, it was shown that 76,1% of the respondents declared that TikTok improves their motivation to learn English, although 23,9% confirmed that is does not achieve the purpose. Moreover, the results of the second question most of the students are “active” and “inspired” while learning English through TikTok. The findings of the third question mainly show whether TikTok really contributed to the development of students’ English language, which 73,9% answered by yes, while 26,1% answered by no. This can be attributed to the positive reflection of what students learned through TikTok. Questions four and five of the questionnaire examined how students perceive the impact of TikTok on their language skills. The results revealed positive response; Over 70% of students agreed (50% agree + 21% strongly agree) that their language skills improved through TikTok use.Speaking emerged as the primary skill

perceived to benefit (55%), followed by listening (41%).Reading and writing received less endorsement. These results meet the expectation; as a matter of facts, speaking is more valued than listening. with the reference of the findings of question six which show that 57%of the students claimed that they consider TikTok a sufficient tool that meet all theirs needs to learn English language; this may be due to the fact that students are following a rich educational content which adequate to meet their meet requirement to learn English. However, 43%of the respondents do not see TikTok as a sufficient learning tool. This explains their adoption of other learning tool rather than TikTok. Concerning the seventh question related to students' opinion about which language aspect TikTok is best used for, the findings show 74% have selected pronunciation, and 24% of them chose vocabulary while grammar scores only 2%. This can be explained due to the nature of the displayed content on TikTok which is based on videos. From the answers of the eighth question, it is concluded that on TikTok, language learners like contents that suggest TV shows, films, and books in addition to videos that address words meaning, pronunciation, differentiation, and correction. This suggests a great desire to increase one's speaking abilities and vocabulary. These insights can be used by educators and content creators to better meet the needs of language learners on the platform. The answers of the last question from the questionnaire highlight that TikTok is a significant contribution to youth education. Participants acknowledged its broad use and identified it as an effective educational tool with high interest. They preferred TikTok over traditional classes because it was more practical. It is found that TikTok has a considerable impact on English language learning, emphasizing its broad role in enhancing language skills and knowledge.

From the last section's answers, it is shown that the majority of the students agree on TikTok's role in enhancing their skills especially the speaking ones and its practicality in learning.

4.2 Discussion of the semi-structured interviews:

In addition to the discussion of the students' questionnaire results, it is important to discuss the semi-structured interview results in order to compare the results from the two data collection tools together and know whether the participants in the two tools have the same perspective concerning TikTok influence on their speaking skills. This section is going to discuss the data from the semi-structured interview conducted for this thesis. All the participants were first year LMD students from the English department at the university of Yahia Fares, Medea. The interview consisted of two comprehensive questions;Q1: If you had the chance to be a content creator, what content would you choose? Q2: What do you think

about the Algerian TikTok content creators? The students selected from the questionnaire's answers were the ones who claimed to use TikTok about 3hours per day. By interviewing the students, the audios that were recorded were transcribed by "Sound Type AI" mobile phone application. After observing the transliterated audios, It was noticed that the students involved words and expressions within their conversations which are claimed base on journal articles that are TikTok slang. Twelve words and expressions were extracted from the recorded conversations. According to the articles cited above; the words and expressions " not too shabby, bet, yapping, duet, periodt, delulu, it's giving, spill tea, slay, mid, cap, pick me girls" are considered to be TikTok slang. The results from the interviewees' conversations show that the participants have indeed used these last words and expressions which lead the researchers to their assumptions that the first year LMD students are not only influenced but also addicted to TikTok platform.

Therefore, relying on Piaget's (1964)the constructivism learning theory and the data collected throughout the exploration; it is noticed that students were not just recipients of knowledge from TikTok but also creators and producers of their own learning by assimilation and accommodation; furthermore Constructivism, a key learning theory, sets itself apart by emphasizing the active role of the learner in knowledge acquisition. Unlike other theories that view knowledge as pre-existing and waiting to be absorbed, constructivism proposes that knowledge is built by the learner through their individual experiences. This means that students don't simply memorize vocabulary or expressions; they actively construct their understanding by integrating new information with their existing knowledge and using language in their own unique contexts.

Implications of the study

This section explores the potential ramifications of the current study's findings.

- The number of female students at Yahia Fares university, Medea exceeds the number of male students. Thus, the findings of the study included only female participants.
- The hesitation and shyness overcame the students' desire to be interviewed which made it harder for the researchers to fulfill the research aim.
- According to the findings, participants are, in fact, influenced by TikTok yet they only use what is called "TikTok slang" in an informal conversation outside of the class. However, in the class they are obliged to use purely academic English.

4.3 Limitations of the study:

While conducting this research study, different obstacles and limitations were found.

- This study's findings are limited by the fact that it only included first-year students from the Department of English at Yahia Fares University in Medea. This restricts the generalizability of the results to other student populations.
- This research focused solely on the speaking skills of the participants. This limits the generalizability of the findings, as other language skills (like reading, writing, and listening) were not explored.
- This study is further limited by the scarcity of existing research and resources that explore the specific influence of TikTok on EFL learners' speaking skills.
- Only few students accepted to make an interview which was an obstacle to gather more data.
- The research was delayed in several timelines; The study coincided with Ramadan, a period when many students were absent. This significantly impacted data collection, hindering the application of the research instruments (questionnaires and interviews) as planned.

GENERAL CONCLUSION

This research aimed at exploring the role of TikTok in influencing EFL students' speaking skills. A case study was conducted on L1 students at the university of Yahia Fares in Medea. To answer the questions of the study, the thesis was divided into four chapters. The first chapter dealt with literature review that includes a general introduction, thorough clarification and explanation about the key concepts related to the influence of TikTok on EFL students' speaking skills, a list of previous studies that have been published before, then, the theoretical part that contains the theory used to achieve the thesis objectives which is Piaget's 1964 the constructivism learning theory.

The second chapter tackled the mixed-methods approach that were employed, incorporating both quantitative and qualitative designs and the analysis of the data collection instruments; a questionnaire and semi-structured interviews are used to answer the main and the sub-question of the thesis.

Furthermore, the third was devoted the presentation of the findings obtained from both questionnaire and semi-structured interview.

Last but not least, chapter four was devoted for the discussion of the findings obtained from the two instruments it also displayed the pedagogical implications and the study limitations found throughout conducting this research then it finalized by a general conclusion.

This research sought to answer both the main and sub-question to achieve the thesis objectives. The primary question is how does using TikTok influence EFL students' speaking skills? The secondary questionis what is first year's students' perception towards the use of TikTok application?This study draws on Piaget's constructivism theory (1964), which emphasizes how learners actively construct knowledge through their experiences. The findings, based on both a student questionnaire and semi-structured interviews, reveal a strong majority of students are interested in using TikTok to improve their English language skills. This aligns with constructivism, as students can leverage the platform's content to construct their understanding and practice English in a way that resonates with their individual learning styles and interests. Based on the data gathered, it is concluded that students hold a positive perception toward using TikTok as a learning tool. Moreover, TikTok's engaging and potentially repetitive nature can motivate EFL learners by making language learning fun and less stressful. This can be particularly

helpful in reducing anxiety often associated with foreign language acquisition. Furthermore, the observation showsthat TikTok has a great impact in influencingstudents' speakingskills due to their use of words and expressions that are known to be purely TikTok slang.

Thus, the researchers believe that TikTokplatform does influence the students' speaking skills.

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APPENDICES

APPENDIX A

Questionnaire

Dear students,

We are carrying out a research work on "Exploring The Influence Of TikTok In Algeria On EFL Students: Case Study On L1 Students In Speaking sessions". This questionnaire relies on your contribution to gather information, which we would use in our practical part of the study. It is voluntary, anonymous and confidential. Thank you for sparing a moment and fill in the questionnaire

Guideline:Please pick the answer of your choice or write in the space provided:

Section one: students' background information.

1. What is your gender?
a. male
b. Female
2.How old are you?

a. 18 -23 years
b. 24-29 years
c. 30 years and over

3. How satisfied are you with your level in English language?

a.Very satisfied
b.Satisfied
c. Unsatisfied

4.Are you seeking to improve your level of English language?

a. Yes
b. No

5. If yes, what are the reasons behind your desire to improve your level? (more than one answer can be chosen)

A. Its usefulness to get decent job.
B. To raise your academic performance.
C.The will of discovering the English-speaking world, its culture, its people…etc.
D. The enjoyment, interest, and pleasure while learning English
E. Its global status

Section Two: learners' knowledge and acquaintance with the use of TikTok.

1.Do you have TikTok account?

a. yes
b. no

2. If yes, how much time per day do you spend on TikTok?

a. less than 1 h
b. 1h to 3h
c. More than 3h

3. Why do you use TikTok? (more than one answer can be chosen)

A. Communication and formation of social relationships
B. To track news and information
C. To learn English
D. To communicate with teacher

4. what subjects or topics do you think are best suited on TikTok?

*Provide an answer
……
……
……

5. What are the advantages that attract you to use TikTok to learn English?(more than one answer can be chosen)

A. It is free
B. Easy to use
C. Modern study requires it

Section Three: students' perception towards TikTok use to learn English.

1. Do TikTok improve your motivation to learn better English?

a. Yes
b. No

2. How do you feel when learning English throughTikTok?(more than one answer can be chosen

a. Active
b. Inspired
c. Attentive
d. Productive
e. Enthusiastic

3. Did TikTok contribute to the development of your English language?

a. Yes
b. No

4. Do you agree that your language skills have improved with the use of TikTok?

a. Strongly agree
b.agree
c. neither agree/ disagree
d. disagree
e. strongly disagree

5. Which language skill did you develop the most by using TikTok ?

a. Speaking
b. Listening
c. Reading
d. Writing

6. Do you consider TikTok as a sufficient tool that meets all your needs to learn English?

a. Yes
b. No

7- Among these aspects of language which one do you think TikTok is best used for?

a. Grammar
b. Vocabulary
c.Pronunciation

8- What kind of videos on TikTok can improve your speaking skills ?……
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9- What do you think about listening to other users teaching English through TikTok from an educational perspective ?

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…….

Thank you indeed for completing this questionnaire!

APPENDIX B

Questions were asked during the interview for first year EFL students at Yahia Fares University (14 students)

A pair of students was designated to answer a common social media questions.

The questions:

Question 01

If you had the chance to be a content creator, what content would you choose?

Question 02:

What do you think about the Algerian TikTok content creators?