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Listening Outside of The Class: How it Influences Learners' Formulaic Language

Case study: EFL third -year students at AbdElhafid Boussouf University Center - Mila

A Dissertation Submitted in Partial Fulfillment for the Requirement of the Master's Degree in
Didactics of Foreign Languages

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Dedications

We thank God for giving us the ability, patience, and courage to achieve this work

I, Mr Ali SAYOUD dedicate this work to:

The dearest people to my heart, source of my happiness and success in life: my mother and father

My brother Khalil and all my sisters Meriam, Nabila, Aishamessouada and the sweetest one zineb

My fiancée AMOULA

All my friends especially RamziTOUIL, Lamin and Binnour BOUMETREK, RabahFEGHROUR, ISLAM

All those who prayed for my success

All teachers and C

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All my teachers and my classmates

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Abstract

The purpose of this research is to investigate the influence of listening outside the classroom, specifically through social media platforms such as YouTube and TikTok, on the acquisition and use of formulaic language (FL) among EFL third -year students at Abd Elhafid University Center-Mila.An interview and questionnaire were conducted, the interviewwas with32 EFL third-year students from the English department while the questionnaire was carried out with10teachers from the same department to obtain their perspectives on the impact of social media platforms on their students.The results highlight the positive impact of social media platforms, notably YouTube and TikTok, on the participants' formulaic language learning and overall learning. These platforms provide a convenient and engaging environment for students to access an extensive variety of content that caters to their interests and preferences. Consequently, students can improve their competence in formulaic language while also developing their general language skills. Furthermore, the teachers recognize the importance of listening outside the classroom as a means of acquiring formulaic languageand emphasize the positive role of social media platforms, particularly YouTube and TikTok, as valuable resources for language learning on EFL third- year students.

Keywords: Formulaic Language, Listening Outside of the Class, Social Media Platforms, TikTok, YouTube

List of Abbreviations

EFL: English Foreign Language

FL: Formulaic Language

Q: Question

SL: Second Language

SLA: Second Language Acquisition

SM: Social Media

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GeneralIntroduction

1. Statement of the Problem

Today's EFL learners place great significance oncommunication.Learners are becoming more persuaded by the fact that appearing fluent and communicating smoothly can be achieved through using formulaic language. Listening outside the class has become an increasingly influential factor in shaping the way EFL learners acquire formulaic language (Siyanova-Chanturia & Martinez, 2015). Therefore, they must have a strong understanding of language and formulaic language. Recently,they have been targeting it since it acts as one of the keys for improving their communicative competence. While mastering formulaic language can be a hard task,technologicaladvancements, especiallyin internettechnologies can ease this proce. These recent advancements have created new opportunities for language learning and have had a major impact on the way we live our daily lives, with the internet and social media playing a vital role in our daily activities.

These days, it is widely recognized that social media usage has become common among millennial people all around the world. They use it for gathering information and communicating with others. Social media platforms such as YouTube and TikTok have now become essential aspects of social life, particularly for the younger generations. The use of these two platforms is even more popular among university students, providing more opportunities for learning language,formulaic languagethrough listening outside of the classroom.

The relationship between formulaic language and listening out of class is a topic of growing interest in the field of linguistics and language acquisition.The impact of listening outside of the classroom on the development of formulaic language in EFL learners is

insufficiently recognized. Henceforth, the aim of this study is to fill thisresearchgap.Although it has been in currency since the early 1900s, FL is an unclear aspect of language learning that has only recently received attention in linguistics and applied linguistics.

2. Aims of The Study

This study investigates the impact of social media platforms- YouTube and TikTok- on EFL Third Year students' formulaic language development. In this respect, it aims to explore this influence from both students' and teachers' perspectives.

3.Research Questions

To achieve the aims of the study, the following research questions are addressed:

1. How does listening through social media, particularly YouTube and TikTok, influence the development of formulaic language among EFL Third Year Students at Abd Elhafid Boussouf University Center – Mila?

2. How do teachers perceive the impact of You Tube and Tik Tok on the production of students' formulaic language?

4. Research Hypotheses

This study hypothesizes that exposure to social media platforms-YouTube andTikTok-has a positive impact on the acquisition and use of formulaic language among EFL Third Year Students atAbdElhafid Boussouf University Center – Mila.

5.Research Methodology

This study adopts amixed-method approach, where bothqualitative and quantitative data were gathered, incorporating triangulation techniqueto ensure accuracy and reliability of research findings and attain a more comprehensive understanding of the research problem.First, an interviewwas administrated with third-year English students atAbdElhafid Boussouf University Center - Mila

, and the otherwas a questionnaire,conducted with their teachers to explore the impact of social media platforms, YouTube and TikTok, on students' formulaic Language use and development.

6. Significance of The Study

The study was conducted to investigatethe influence of YouTube and TikTok platforms on the students' formulaic Language use and development from both the learners' and teachers' perspectives. This research focuses on these two social media platforms that have become increasingly pertinent in the daily routines of students, pointing out their growing significance in present-day society. Additionally,the subject of thisdissertation is insufficiently studied in Algeria. Furthermore, the findings of this research may be a subject for further studies on the relationship between listening outside of the class and formulaic language use and development.

7. Structure of The Dissertation

The present work consists of two chapters. The first chapter is devoted to the theoretical part of the study, while the second one presents its practical part. The first chapter comprisestwo sections. The first one sheds light on listening, its nature, its importance, the role it plays in language learning, listening outside of the class, the importance of listening outside of the class, the impact of listening outside of the class on learning, social media, social media platforms, YouTube, TikTok, differences between YouTube and TikTok and their importance. The second section focuses on identifying formulaic language, its components,importance,the role of culture in formulaic language use and learning, how to develop formulaic language,technology in formulaic language learning, and Practice and the relationship between formulaic language andsocial media platforms. The second chapter deals

with the practical part of this study. It provides a whole description of the research methodology, and it analyses and discusses the data collected from theinterviewsand the questionnaire to answer the research questions. This chapter ends with implications and directions for future research.

Chapter One: Literature Review

Introduction:

Listening outside of class is a key component of language acquisition in general and formulaic language in particular,since it enables learners to expand their communicative skills by using social media platforms such as YouTube and TikTok, which offer an open space forauthentic language exposure.

The first chapter is made up of two sections. The first section defines listening outside of the classroom, as well as its types, functions, and influence on language learning. It also identifies social media and explains the differences and significance of social media websites, YouTube, and Tik Tok. The second section focuses on formulaic language, its components, its importance, how to develop it, and how it is related to YouTube and TikTok.

Section One:Listening Outside of the Class

1.1.1. Definition of Listening

Listening is a social skill that requires comprehending the language and its related culture as well as the context in which it is utilized. Exposure to various types of accents, dialects, and records is necessary for Language learners to improve their listening competence (Burns, 2010).

According to Formm (1994),listening is an act of paying attention to the thoughts and feelings of a personwithout any kind of judgment or interruption, but an open mind is

requested. The author claims that listening as an active process needs concentration, empathy, and respect for the other person as well. He proposed that effective listening requires paying attention to the speaker's tone of voice, body language, and emotions, carrying their words and not only hearing the spoken words. He affirmed that Listening is a key element in building healthy relationships, and that involves self-awareness and the capability to connect on a profound level with others. He argued that People can develop more empathy, understanding, and compassion for the others through active listening, which can result in more relationships and a better feeling of personal progress.

Furthermore, Field (2008) defined Listening as the mental process by which the brain gets, decodes, and comprehends aural information auditory input, where active engagement and background knowledge are important in building the sense of the spoken language input. In this regard,Brown and Yule (1983) stated that listening is the process of receiving, analyzing, and comprehendingauditory inputs that include both linguistic and non-linguistic data. Accentuation is placed on the importance of non-linguistic information in the listening operation and the significance of context in comprehending spoken language knowledge.

1.1.2. Importance of Listening

Listening is a crucial skill in interpersonal communication that permits us to understandand connectwith others. Good listeners are persons who can succeed in building strong interpersonal relations in addition to being seen as trustworthy and empathetic (Shafir, 2018). ForFerrari (2014), Effective listening is the basis of successful leadership. Leaders who listen perfectly can better motivate and inspire their teams, identify problems, and make sound decisions.

According to Goleman (1996), Listening is an important element in emotional intelligence, which is the ability to understand and control one'sfeelings and to recognize and

react to the emotions of others. People who have high emotional intelligence are commonly more successful in both their personal and professional lives.Also, Listening can help to decrease conflicts and encourage peaceful solutionsto disagreements. By listening carefully and empathetically to others' concerns, a common foundation and work toward reciprocally beneficial resolutions then can be created (Rosenberg, 2015). Moreover, Brookfield (2015) considered Listening as a basic element of effective learning. When we listen actively and carefully to new information, we can better understand and remember it, ask intelligent questions, and apply it in new contexts.

1.1.3. Listening and Language Learning

According to Kim (2004), listening skills are one fundamental component in the process of second language acquisition, though the significance of listening in language learning used to be admitted recently, to some extent. Additionally, Listening is the cornerstone of language learning. Effective communication necessitates a good understanding of what is heard (Schmidt, 2010). To develop listening skills, Field (2008) posited that learners are required to practice both sounds bottom-up and meaning top-down processing because listening is a complex cognitive process.

Nation (2013) pointed out that language is not just limited to memorizing vocabulary and grammar rules; but it also retains the ability of understanding and producing natural-sounding speech. This means that extensive listening using authentic materials is involved.

In the same line of thought, Effective listening urges active engagement and attention to the speaker. Learners can progress their listening skills through the use of different strategies such as predicting, summarizing, and clarifying (Rost,2011).

1.1.4. Listening Outside of The Classroom

Listening outside of the class, according to (Field, 2008) denotes the act of consciousconcentration and paying attention to spoken language outside of the formal classroom setting. It requires actively finding out opportunities to listen to diverse kinds of authentic spoken language, such as television shows, movies, podcasts, news broadcasts, and talks with natural speakers. ForGoh (2017), listening outside of class indicates the intentional self- motivated act of listening to spoken language in natural contexts outside of the classroom setting. This requires searching out different authentic spoken language sources such as movies, podcasts, radio programs, music, and conversations with native speakers, and dynamically engaging with them to promote listening skills. listening outside of class is significant as it offers learners the possibility of exposure to different accents, dialects, tones, and speech forms, which may lead to enhance their understanding and communication with natural speakers. Moreover, listening outside of class can encourage learners' motivation, autonomy, and independence, since they will be responsible for choosing and managing their listening materials and activities.In the same regard, Vandergrift and Tafaghodtari (2010)described listening outside the classroom as the deliberately and actively searching out opportunities to listen to authentic spoken language materials outside the classroom. This encompasses several sources counting TV shows, movies, music, news broadcasts, podcasts, and conversations with native speakers. listening outside the classroom is important because it can aid learners increase their listening strategies and skills, as well as providing exposure to a collection of accents and speech patterns that may not be encountered in the classroom. Additionally, Krashen(1985) stated that listening outside the classroom can progress learners' autonomy and motivation as they take responsibility for their learning outside of formal instruction.

1.1.5. The Importance of Listening Outside of The Classroom

Listening outside of the class is regarded essential in the language learning process and can afford various benefits for learners. Some of the valuable aspects of listening outside of the class are as the following:

1.1.5.1. Exposure to Authentic Language. Listening outside of the class enables

learners to be exposed to real-life situations and authentic spoken language, which helps them in progressing the ability to comprehend and communicate with native speakers (Goh, 2017).

1.1.5.2.Diverse Input. According to Vandergrift and Tafaghodtari (2010), listening

outside of the class permits learners to experience different accents, dialects, sounds, and speech patterns, which can improve their listening skills and comprehension.

1.1.5.3. Motivation and Autonomy. Goh (2017) suggested that listening outside of the

class can enhance learners' motivation and autonomy, because they take their responsibility for selecting and managing their listening materials and activities.

1.1.5.4.Reinforcement of Classroom Learning. Listening outside of the class can

complement and support classroom activities and grants learners additional exposure to spoken language (Nation & Newton, 2009).

1.1.6. Impact of Listening Outside of the Class on Learning

Listening outside of the class has a positive impact on language learning (Baker,2015). Here are some statements from experts on this perspective:

Through listening outside the classroom learners can get the opportunity for exposure to a large range of natural and authentic verbal communication input, which is essential for enhancing their listening skills and comprehension (Goh, 2017). According to Vandergrift and Tafaghodtari (2010), learners can progress their capacity of dealing with different accents, dialects, and speech forms, which can develop their communication skills with native speakers, by means of Listening outside the classroom. Moreover, Practicing listening outside the classroom may contribute to help learners progress their autonomy, motivation, and involvement in language learning by permitting them to manage their learning and select materials that are personally suitable and important (Goh, 2017).Furthermore, Nation and Newton (2009)postulated that using listening outside the classroom can strengthen and support classroom instruction by offering learners supplemental opportunities to execute and exercise their listening skills in distinct contexts.

On the other hand, listening to audio content outside of the classroomcan lead to passive learning, which can impede the development of critical thinking abilities and negatively affect student engagement. Rana and Raza (2016). Also, Hsin and Cigas (2013) stated that listening to lecture audio outside of the classroom had no effect on student learning outcomes as compared to in-class lectures and may even have harmed test achievement. Moreover, Christensen and Horn (2013) notified that the proliferation of online learning platforms may lead to an emphasis on delivering content rather than meaningful learning experiences which restrict the possible benefits of technology in education.

In brief, it is believed that listening outside of the class can have a positive influence on language learning by affording exposure to real-world communication situations, developing conversation skills, fostering autonomy and motivation, and supporting classroom instruction. In contrast to the previous statements, listening outside of the class may have

negative impacts also on language acquisition. It can lead to passive learning, worsen learners' outcomes, and focus on content delivery rather than educational value.

1.1.7. Listening through Social Media

Chen and Wu (2015) claimed that listening through using social media can serve as a helpful addition to language acquisition since it provides access to authentic language usage and opportunities for engagement with native speakers. Students can also choose their own subjects and language levels for individual teaching. This can boost motivation and engagement.

1.1.7.1. SocialMedia. It is commonly recognizedthat social media, are digitalized

communication platforms that make it easier for users to engage and connect as well as create and exchange user-generated content. It is a place created for people to express themselves, share information, and engage socially with others. With the ability to engage with a huge population and create virtual communities, social media has fundamentally changed the way we interact and communicate.

Kaplan and Haenlein (2010) described social media as a group of Internet-based applications that areproduced on the ideological and technological bases of Web 2.0 and that permits the construction and interchanging of user-generated content. Similarly, social media is identified as a group of Web-based technologies that enables the composition, repair, and exchange of user-created content (Boyd &Ellison, 2007). According to Merriam-Webster dictionary(2021), socialmedia is explained as a typeof digital communication including websites for social networking and microblogging through which users build online groups to transmit information, ideas, personal messages, and other content such as videos.

In brief, social media is an internet-based tool that allows users to produce, distribute, and exchangeinformation, besides interactingand connecting with others. It has turned out to be an important element of contemporary communication, and its effect on society is profound and widespread.

1.1.7.2. Social Media Platforms. According to Boyd and Ellison (2008), social media platforms are electronic spaces where people can share their emotions, ideas, and experiences with others, create and preserve relationships, and take part in different social activities. While Chaffey and Ellis-Chadwick (2019)described social media platforms as websites or applications that permit users to generate and share data, interact with others, and participate in social networking activities instantly. For Mergel and Bretschneider (2021), social media platforms refer to online environments where people and organizations can interact, exchange information, have discussions, and consequently form online groups. Additionally, "Social media platforms are interactive digital technologies that facilitate the creation and exchange of user-generated content, enabling users to connect, share information and ideas, and engage in social networking."Kim and Ko (2021, p.212).

In short, social media platforms are online tools that allow users to build and exchange information, connect with others, develop relationships, and engage in social activities. These platforms have grown to be an important part of present communication and are utilized for a variety of functions such as engaging in conversations, marketing, news transmission, and political involvement.

*1.1.7.2.1. YouTube.*YouTube is a well-known video-sharing website whereusers can create, watch, and share videos. YouTube which is owned by Google and was founded in 2005, has more than two billion monthly active users who can search for videos on a wide selection of topics, interact with videos through likes, comments, and subscriptions, and even gain money from adverts exposed on their videos through YouTube's monetization program for licensed creators.

YouTube is a platform for producing, diffusing, and exploiting of user-generated contentthat generates the appearance of a shared culture where users can participate mutually through uploading, viewing, evaluating, and distributing videos (Burgess & Green, 2009). Therefore, it can be regarded as a social networking platform where users can express themselves creatively and connect with others through usingvideo content. Also,Rettberg (2014)defined YouTube as a video-sharing website that enables users to post and share videos with others and watch and comment on other people's uploaded videos. It is a platform for social communication and engagement, besides content composition and consumption.In the samespirit, YouTube is described as a social media platform that permits the exploration, consumption, and sharing of video data and the creation of communities about shared interests (Naaman et al, 2010). It is a platform for social networking and community foundation, as well as content transmission and discovery.

According to Guo, Kim, and Rubin (2014, March), YouTube output quality of the videos, for example the use of multiple camera angles and animation, can influence considerably student involvement and retention.For Kücklich (2012), YouTube has the power to raise the significance of climate change questions by offering a platform for user-generated content that can develop environmental consciousness and activism.

To summarize, YouTube is a social media platform where users can upload, share, and watch videos. It has become a popular platform for content creation, consumption, and social interaction, with a significant and far-reaching impact on society and culture.

*1.1.7.2.2. TikTok.*TikTok is a social media platform created in September 2016 in China by ByteDance as "Douvin."It was then spread internationally in September 2017. This program permits users to create and share short-form videos. TikTok's popularity has grown significantly in recent years, notably among younger generations. Specialists have provided many definitions and analyses of TikTok and its impact on society.

Trivellas and colleagues (2021)described TikTokas a social media platform that permits users to generate and diffuse short-form videoswith durations that vary from 15 to 60 seconds. It is mainly utilized by younger generations, with most users under the age of 30. The content proposed to users by the platform's algorithm depends on theviewer's prior interactions and interests. In harmony with this viewpoint,TikTok is a social media platform that enables users to compose, share, and redesign short-type videos with music, filters, and effects. TikTok's distinctive features, such as its algorithm and duet feature, have participated to its fame and cultural influence (Boyd&Clark 2020).

In connection withthe same idea, Miller and Sinanan (2021) added that TikTok has brought a new form of affective capitalism, in which users create and share emotional content that platform owners can utilize for financial gain. Similarly, social media platforms such as TikTok have changed the nature of social interaction, creating new models of communication and social interactions (Senft & Baym 2015).

In summary, experts have identified TikTok as a social media platform that enables users to produce and share short-form videos, essentially used by younger generations. It has

exclusive features, such as its algorithm and duet feature, that have participated in its popularity and cultural impact. TikTok has also been analyzed from a cultural and societal viewpoint, with many researchers arguing that it has changed social interaction and produced new forms of capitalism and sociality.

1.1.7.2.3. Differences between YouTube and TikTok. YouTube and TikTok

are two well-known social platforms with considerable differences in terms of Content, users, algorithms, demographics, and competition, as well as purpose, functionality, personal versus general, professionalism, and spontaneity. These variations are explained by experts as follows:

1.1.7.2.4. Content, User, Algorithms,Demographics, and Competition. Jamie

(2021) stated that YouTube is a platform which is established with wider users who have a different interest base that provides a large range of content, and is better for long videos, whereas TikTok is a newer platform with a younger audience that emphasizes short-form videos with music, dances, and trends. Moreover, YouTube has a monetization plan for creators, while TikTok is still working on its monetization options. Based on what users want to realize, both platforms provide distinct chances for content creators and businesses. These differences underline how each platform serves different audiences and content producers with different objectives**.** Along similar lines, TikTok's algorithm is programmed to develop new and different content, while YouTube's algorithm proposes content based on a user's prior search and watching history (Alves & Roque, 2021). As an extension of this viewpoint, Bruns (2020) suggested that YouTube and TikTok differ in terms of their content types, user demographics, algorithm, and competition. YouTube concentrates on long-form video content, while TikTok focuses on short-form videos. YouTube has a wider and large various

user base, while TikTok's user base is younger and specifically consists of Generation Z or what is called post-millennial generation. TikTok's algorithm develops new and diverse content, while YouTube suggests content based on a user's search and watching history. Finally, TikTok has appeared as a real competitor to YouTube in the video-sharing space.

Purpose:

YouTube is a video-sharing platform that provides a wide variety of educational content, such as lectures, tutorials, and instructional videos. Whereas TikTokis a social media network that concentrates on short-form entertainment material, such as lip-syncing, dance, and comedy videosDickey (2017).

Functionality:

Chen and Lerman (2020) argued that although both YouTube and TikTok provide video-based educational occasions, their functionality and user interfaces are considerably distinct. YouTube has a more complicated search engine and video recommendation algorithmthat makes it easier for viewers to discover relevant educational content. In contrast, TikTok's algorithm prioritizes the more popular content, generally guiding to favour entertainment-based content rather than educational content.

Personal vs General:

TikTok tends to be more personalized and designed to individual interests, while YouTube is more general and provides a wide range of content. TikTok offers features such as custom feeds based on their preferences, which can be employed for finding relevant educational content. On YouTube, users can access a large library of videos on a wide range of topics, which makes it a more general resource for learning.(Chen& Lerman,2020).

Professionalism:

Dickey (2017) claimed that YouTube is commonly a more professional platform for educational content, regarding its reputation as a source of high-quality, long-form material. On the other hand, TikTok is frequently linked with short, informal, and entertainment-focused videos, making it less appropriate for professional or academic purposes.

Spontaneity:

Chen and Lerman (2020)pointed out that TikTokpermits more spontaneous and creative content creation, whereas YouTube content is usually to be more planned and structured. This enables TikTok creators to experiment with new and novel methods of presenting educational material, while YouTube creators tend to emphasize more traditional formats.

1.1.8. Importance of YouTube and TikTok For Language Learning Outside of Classroom

Park and Lee (2019) pointed out that the use of video content on the YouTube platform enables learners to be involved with information and better store it. YouTube is a suitable and easily accessible platform that can be employed to transmit educational content to learners of all age groups and backgrounds. Furthermore, integrating YouTube into traditional teaching methods can enhance students' academic performance and entire learning.

By incorporating technology into their teaching practices, teacher's objective is to increase student engagement, offer additional resources, and create a more interactive and collaborative learning setting. The use of digital tools such as YouTube and other social media platforms permits more flexible and personalized learning opportunities that can extend beyond the traditional classroom environment to outside the class (Purcell et al ,2012).

According to Brueck (2021), using TikTok and YouTube enable students accessing to educational content in a range of domains, including science, history, language learning, and personal finance. A lot of teachers and educators have begun to produce content precisely for these platforms to engage students and make learning more enjoyable and accessible. Furthermore, the platforms like TikTok and YouTube can offer occasions for students to connect with peers who share their interests and with whom they can learn in collaboration. Overall, the possible advantages of using social media platforms for learning and encouraging students to explore these resources as a supplement to traditional classroom instruction.

As stated by a study conducted by the Pew Research Center, 87% of YouTube users say the platform is useful for helping them learn new things, and 54% have used it to learn about their work or vocation (Perrin, 2018).In this perspective, a survey carried out by the marketing agency Mediakix onTikTok users showed that 47% of participants used the platform to learn new skills or hobbies, and 75% discovered a new interest or hobby by employing the app (Mediakix, 2020).Furthermore, TikTok's short-form video style and algorithm-based content, according to Chen, Koa, and Jeng(2021), make it a good medium for informal learning, particularly for learners who are visual and kinesthetic.

Section Two: Formulaic Language

Researchers have largely studied the phenomenon of formulaic language, in both linguistics and applied linguistics. Conklin and Schmitt (2008) remarked that native-speakerspeech is formulaic in one-third toone-half, in addition to formulaic expressions, which are a core element for both native and non-native speakers' language.

1.2.1.Definition of Formulaic Language

According to Wray (2002), Formulaic language refers to a sequence, continuous or discontinuous, of words or other elementsthat is, or appears to be, prefabricated— that is, saved and retrieved entirely from memory at the time of use— rather than being subject to creation or analysis by the language grammar. Moreover, He stated that Formulaic language is divided into two categories: multi-word units (MWUs) and single-word items. MWUs are fixed expressions that are made of two or more words, and they contain idioms, collocations, phrasal verbs, and other kinds of fixed phrases. Single-word items, on the other hand, consist of words that are utilized in a formulaic practice, such as greetings, farewells, and expressions

of gratitude.In a similar context   Formulaic language is made up of repeated sequences of words or other linguistic units that are frequently fixed or semi-fixed, show some degree of lexical and/or syntactic idiosyncrasy and are produced and understood as single units (Ellis & Cadierno, 2009).

Wood (2010) defined formulaic language as a set of conventionalized, usually fixed expressions that fulfill communicative functions in conversations. Supporting this point of view, Siyanova-Chanturia and Martinez (2015) believed that Formulaic language is identified as a set of multi-word expressions that are frequently semi-fixed or completely fixed which are used generally in communication.

1.2.2. Components of Formulaic Language

1.2.2.1.Collocations. Colocations are a very important constituent in language acquisition and utilization. Han and Li (2015) stated that collocations are words that commonly appear together more frequently than would be predicted by coincidence.This implies that some words are frequently used in conjunction, such as "make a decision," "take a shower," and "break the news. Moreover, they clarify that collocations can assist language learners in enhancing their lexicon, understanding, and fluency. According to Lewis (1997), knowing collocations is an important component in attaining communicative proficiency in a foreign language.

1.2.2.2.Idioms. Idioms are expressions or phrases that transmit a non-literal meaning, and they are a crucial part of the language that presents a society's culture and history. Idioms are defined by The Oxford Dictionary as a set of words formed by usage as having a sense that is distinct from those of the individual words, while Crystal (2009) defined them as phrases whose meanings cannot be deduced by combining the meanings of individual terms. According to studies, idioms are essential for efficient communication, generally used in literature, music, and popular culture, and are an effective way to communicate complex ideas succinctly (Zhang & Chen, 2019). They also help non-native learners to grasp the variations in meaning, expression and tone of a language and its culture (Kramsch, 2005). In conclusion, idioms are a significant aspect of language and daily communication, providing a unique way to express ideas and convey meaning. In conclusion, idioms are an important component of language and everyday conversation because they provide an exclusive way to communicate ideas and deliver meaning.

1.2.2.3. Phrasal Verbs. Phrasal Verbsare a form ofmulti-word verb made up of a main verb associated with one or more particles (Biber et al., 2002). Gholami and Hashemi (2013) stated that phrasal verbs are frequently used in informal speech and that non-native speakers can face some difficulties to comprehend them because of their idiomatic character and the possibility for multiple interpretations based on the context. The study has revealed that the understanding of phrasal verbs is a central challenge for all language learners, including those with advanced skills (Larsen-Freeman, 2018).

1.2.2.4. Proverbs.W. Mieder (2004) described proverbs as short, unforgettable expressions that convey significant and widespread values, beliefs, and attitudes, frequently in metaphorical or figurative language. Mieder stresses that proverbs are a type of oral custom that have been transferred from one generation to the next one and that they generally cover cultural, historical, and social knowledge.J. Simpson and S. Roud (2008) defined proverbs as sayings that are brief and memorable and often carry ideas and beliefs. They pointed out that proverbs frequently transmit advice, observations about human behaviour, and moral values, and that they can be observed in many distinct cultures and languages around the world. Simpson and Roud also indicated that proverbs can serve different objectives, such as teaching, persuasion, and entertainment.

1.2.2.5. Fixed Expressions. These are phrases that are frequently used contexts and are difficult to modify. Phrases such as "bon appétit," "thanks in advance," and "yours sincerely" are some examples of fixed expressions. Cambridge Dictionary(n.d.) describes a fixedexpression asan arrangement of words that has a meaning that cannot be deduced from the factual meanings of the separate words. They are frequently used in contexts or situations and are understood as a unit by native speakers. Similarly, a fixed expression is a group of words that appears frequently and whose meaning cannot be inferred from the meanings of the individual words that make up the sequence. It is kept and retrieved from memory as a single entity, and its use is regulated by social and communicative norms (Pawley & Syder, 1983; Erman & Warren, 2000). According to Cowie (2015), fixed expressions are essential to language learning since they can help in communication and aid learners comprehend the context in which they are being used. Kawachi (2012) offers a complete glossary of confusable phrases that includes over 10,000 idioms and collocations widely used in English. Understanding fixed expressions and idioms is significant for successful communication in both written and spoken English.

1.2.3. Importance and Functions of Formulaic Language

Formulaic language is defined as expressions, phrases, or sentences that are frequently employed in a specific situation or context. These expressions are acquired in chunks rather than individual words, and they have vital functions in communication such as transmitting meaning rapidly and effectively, building social relationships, and generating a feeling of belonging. Linguists, language learning specialists, and language teachers have recognized different reasons why formulaic language is important.

1.2.3.1. Efficiency in Communication. Pawley and Syder (1983) claimed that formulaic language is more effective than the creation of new phrases because speakers can reach pre-existing linguistic structures in their minds and use them immediately and precisely. This enables more quick and eloquent communication.

1.2.3.2. Social Relationships and Identity. Formulaic language permits learners to create social relationships and produce a feeling of identity. For instance, the use of greeting formulas like "How are you?" or "Good morning" can represent social connections and set a welcoming tone. Also, the usage of idioms, slang, and jargon can indicate group affiliation and identity (Wray, 2002).

1.2.3.3. Second Language Acquisition. Formulaic language plays a crucial role in second language learning. Language learners commonly rely on formulaic expressions to communicate successfully and fluently, mainly during the first stages of language acquisition (Ellis, 2011). Moreover, investigations have shown that explicit teaching and training of formulaic language can enhance language proficiency (Boers & Lindstromberg, 2012).

1.2.3.4. Speech Production and Processing. Formulaic language serves an essential function in the creation and processing of speech. Siyanova-Chanturia, Conklin and van Heuven (2011)argued that formulaic language goes through processing in the brain distinctly to a new languageand that it can be kept and retrieved from memory in different ways. Furthermore, formulaic language can support fluency in language output fluency by minimizing the mental load resulting from building novel sentences (Conklin & Schmitt, 2008).

1.2.4. The Role of Culture in Formulaic Language Use and Learning

Deignan (2020) discusses in his book the importance of formulaic language in second language acquisition (SLA). He contends that formulaic language should not be ignored in the

teaching and learning of languages. This means that understanding of the cultural context of formulaic language is necessary for efficient use and learning. Moreover, in their investigation of the impact of culture-specific formulaic language on language learning, Wang and Jiang (2019) contended that comprehending and teaching culturally distinctive formulaic language can enhance learners' intercultural competency and communication skills.

1.2.5. How to Develop Formulaic Language

Different strategies can be used to develop Formulaic language, based on the context and the learner's requirements. Here are some recommendations from language learning and teaching experts(Boers & Lindstromberg, 2008; Wray, 2002).

1.2.5.1. Exposure to Authentic Language. Being exposed to authentic languagethrough hearing, reading, and interaction with native speakers can naturally assist learners obtain formulaic language (Ellis,2011). Boers and Lindstromberg (2012)affirmed that exposure to formulaic language in media such as TV programs, movies, and songs is also beneficial to learners.

1.2.5.2. Explicit Teaching. According to Boers and Lindstromberg (2012), Explicit teaching and application of formulaic language can assist learners in developing a wide range of useful expressions that can be used in different contexts. Teachers can provide students with clear instructions and structured exercises including collections of common phrases, idioms, and collocations and encourage them to use them in context. This is especially useful for students who are seeking to improve their speaking or writing skills.

1.2.5.3. Language Corpora. Language corpora are collections of real-world language data that can be employed in language teaching and research. Learners can use corpora to recognize formulaic language and investigate its application in context. (Wray, 2002). Corpora can also be used by teachers to develop materials and activities that concentrate on formulaic language.

1.2.5.4. Repetition and Practice. Ellis (2008)stated that repetition and practice are fundamental for developing formulaic language. Through role plays, conversations, and writing exercises students can apply formulaic language in context. Teachers also can provide feedback on how learners use formulaic language and support them to employ it correctly and efficiently.

1.2.5.5. Focus on Meaning and Function. Formulaic language is used to convey meaning quickly and effectively in specific contexts. Instead of simply remembering formulaic expressions Learners should concentrate on their meaning and function (Peters,2014**).** Teachers can provide learners occasions to practice formulaic language in situations and motivate them to think on its meaning and application.

1.2.6 Technology in Formulaic Language Learning and Practice

Martinez-Garcia (2021) argued that implementing technology in formulaic language learning and practice can be a helpful tool for learners, in particular when offering opportunities for them to engage in listening activities outside of the classroom. This can assist students in developing better comprehension and use of formulaic language in real-world settings. According to Feng (2020), although technology can allow students to engage with formulaic language outside of class, the quality and content of the listening material

must be carefully selected to ensure compatibility with their language proficiency level and learning goals. Furthermore, teachers should guide and encourage students in their use of technology with the goal to get the most the benefits of out-of-class listening activities.

1.2.6.1 Use of Apps and Online Tools. The integration of mobile apps and online tools in language learning can provide students greater possibilities to engage with formulaic language through listening activities outside of the classroom. These technologies have the potential to improve students' language fluency and motivation, especially when combined with regular classroom education (Chen & Wang, 2021). For Lin and Chou (2020), while apps and internet tools can provide students with easy access to listening materials, it is crucial to examine the content's quality and authenticity. Therefore, teachers must aid students in selecting relevant materials and providing them with the essential skills for successful listening and language development outside of the classroom.

1.2.6.2 Integration with Social Media Platforms. Incorporating social media platforms into language learning allows students to engage with authentic language input and improve their communication skills. Social media sites additionally permit students to actively participate in peer-to-peer discussion, which can help them develop their fluency and accuracy while using formulaic language Nguyen (2021). Similarly, Almaraz (2020) stated that integrating social media platforms into language learning can offer authentic and engaging opportunities for students to practice formulaic language use outside of the classroom. Teachers can assist with this process by instructing students on appropriate social media use, promoting connection with native speakers, or providing feedback on students' language use.

1.2.7. The Relationship between Formulaic Language and Social Media Platforms

Different studies have investigated the relationship between formulaic language and social media platforms like YouTube and TikTok. Brusilovsky and Horvath (2020) collected

and examined a collection of TikTok videos to conduct a study on formulaic language use on TikTok. They discovered that formulaic language was a widespread characteristic of TikTok videos, with users repeatedly using phrases and expressions throughout various videos. Li and Li (2019), though examining a corpus of English-language YouTube videos for studying the use of formulaic language in YouTube commenting. They found that formulaic sequences were often seen in YouTube comments and varied per the video's type.Zhang and Lai (2021) examined the use of formulaic language in L2 learners' spoken English on YouTube. They discovered that L2 speakers on YouTube often employed formulaic language, which was affected by the speakers' L1 background and English proficiency level. These findings indicate on social media platforms. Furthermore, YouTube and TikTok creators may use formulaic language in that formulaic language is important in digital communication environments and putting light on language use their videos to attract viewers or create language learning content.

Conclusion

In a word, listeningoutside of the class via social media sites like You Tube and Tik Tok has a real impact on learners' acquisition of formulaic language. Among researchers, there are two opposing views on the nature of this impact. Some of themthink it is valuable because it exposes students to natural and real-life content, which helps them improve their communication skills. Othersclaim that it is harmful since it can lead to passive learning, degrade learners' results, and focus on the delivery of content instead of educational value.

Chapter Two: The Impact of Listening Outside of the Class on Learners' Formulaic Language

Introduction

Using social media platforms in general, and specifically YouTube and TikTok, may influence developing EFL students' Formulaic Language. Therefore, the purpose of this study is to highlight the potential impact of YouTube and TikTok platforms on students' formulaic language at AbdElhafid Boussouf University Center - Mila.The Fieldwork was constructed to achieve the study's objectives. In essence, this chapter providesthe study's method, sample, data analysis and findings, limitations, and directions.

Section One: Data Collection and Procedures

2.1.1. Research Method

This study attempts to explore the impact of using social media platforms-YouTube and TikTok- on theEFL third- year students' Formulaic Language at AbdElhafid Boussouf University Center - Mila. To accomplish this, the research in hand adopts a qualitative and quantitative approach, employing an interview and a questionnaire as research tools to gather data from both students and teachers in an attempt to answer the research questions.

2.1.2 Population and Sampling

As pointed out before, this study was administrated to both of EFL third-year students and their teachers atAbdElhafid Boussouf University Center - Mila, with a total population of

40 teachers and 157 students. Out of the 157 EFL third-year students from this University Center, 32students participated in the current research. Ten EFL teachers from the Department of English atthe same university center responded to the interview questions. It is important to notice that all the participants were randomly chosen**.**

2.1.3. Data Collection Tools

To answer the research questions, we conducted both an interview and aquestionnaireas data-gathering tools. The interview was addressed to EFL third-year students from the English Department atAbdElhafid Boussouf University Center – Milaand the questionnaire was for EFL teachers at the same department. The students' interview allows collecting both qualitative and quantitative data, providing an in-depth understanding of the study issue through statistical analysis andparticipants' perceptions. The majority of questions are open-ended, which helps to obtain the respondents' perspectives, while the rest are closed-ended to reach standardized data gathering and efficient analysis of the researchfindings. The teacher' questionnaire consists of open-end questions, which enabled aqualitative investigation and provided teachers a chance to share their perspectives on how students' acquisition and use of formulaic language are affected by listening to content outside of the classroom on social media platforms.

Section Two: Data Analysis and Interpretation

2.2.1.1. Description of the Students' Interview

This interview includes 23 questions. They are either closed-ended questions whereby students are requested to select one or more of given appropriate answers from a number of choices or open-ended questions for the purpose of letting the students feel free to explain their ideas and to collect more data among them. The interview is divided into four sections; each section assembles specific types of information that help to answer our research

questions. Section One (General Information) contains questions (1) and (2) devoted to students' background information about gender and English study duration. Section two (listening Outside of the Class) incorporates questions from (3) to (8) aims at knowing the students' attitudes towards listening Outside of the Class. Section Three (Formulaic Language on Social Media Platforms) from question (9) to (18) focuses on the popularity of formulaic language on social media platforms like YouTube and TikTok among students. The last section (Formulaic Language in Social Interaction) from question (19) to (23) is centered about the use of formulaic language when socially interacting.

2.2.1.2. Analysis of the Students' Interview

Q1: What is your gender?

The figureshows that the number of female participants is greatly more than the males. From the total number of sample participants, which is 32 students, 23 females responded the interview, approximately 72% whereas the number of males who answered it is only9 students, around 28% of population. This is unsurprising, considering that number of females surpasses the one of males in the English language department at AbdElhafid Boussouf University Center – Mila, as they favor learn languages over different other fields. So, due to their strong presence and concentration in English language domain, females may receive greater impact from using social media websites compared to males.

Figure 1:

Students' Gender
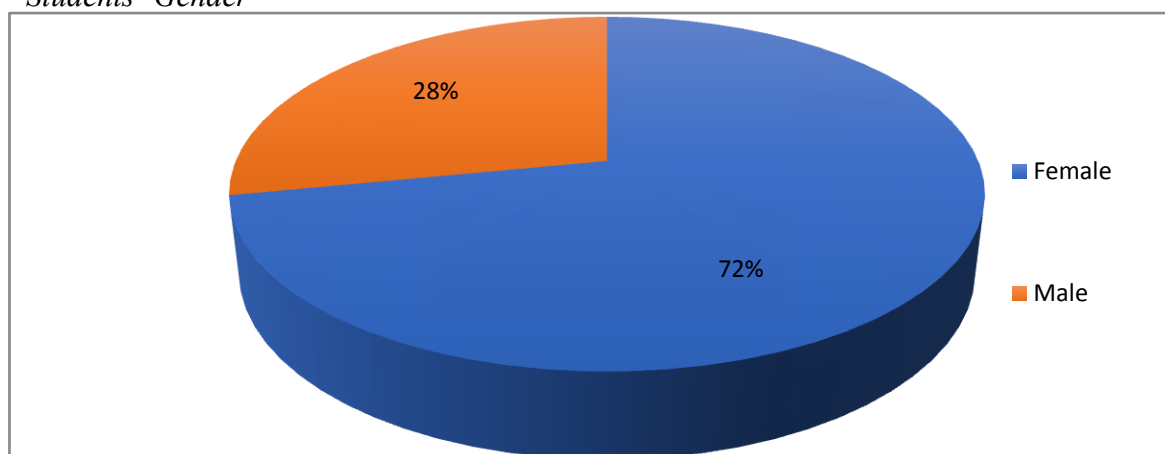
Q2. How manyyears have you been studying English?

The purpose of this question is to find out how long students have been learning English. The figure illustrates that approximately 34% of the participants (11) have been learningEnglishfrom 1 to 5 years. While roughly44% of the students (14) fit into the category of 5 to 10 years, little over 22% of them (7) belong to the section of more than 10 years. This implies that the majority of the respondents have been studying English for aperiod of time exceeding five years.

Figure 2*:*

Students' English Learning
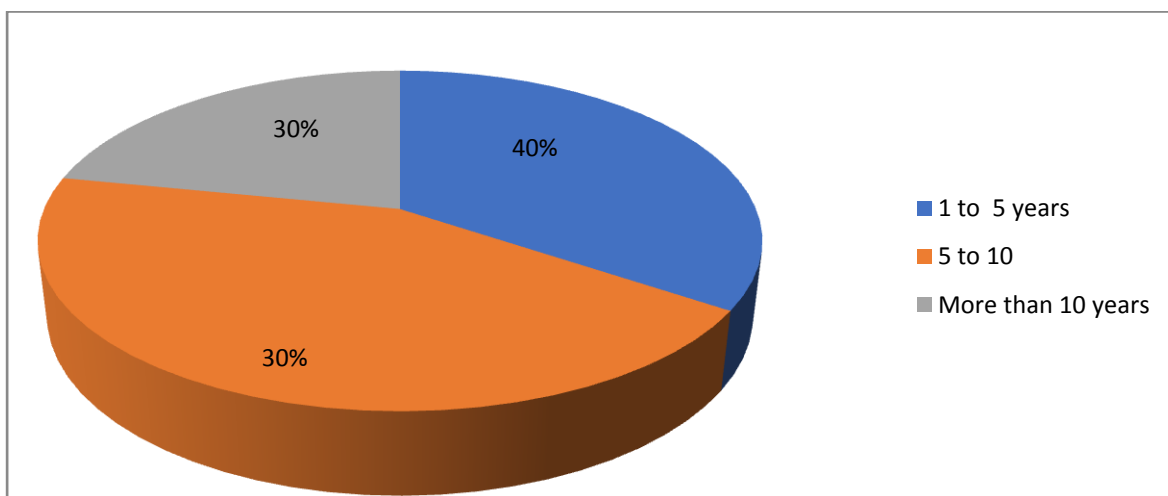
Q3. How often do you use social media platforms like YouTube and TikTok?

The purpose of this question is to comprehend students' level of engagement with popular social media platforms. Results reveal that an overwhelming majority of 28 students, nearly 87% use social media on everyday basis. Conversely, a smaller percentage of 4 students 12% utilize them weekly, and a very small percentage of approximately 0

participants 1%use them on monthlybasis. This illustrates the widespread and frequent use of social media among learners.

Figure 3*:*

Frequency of Social Media Platforms Use
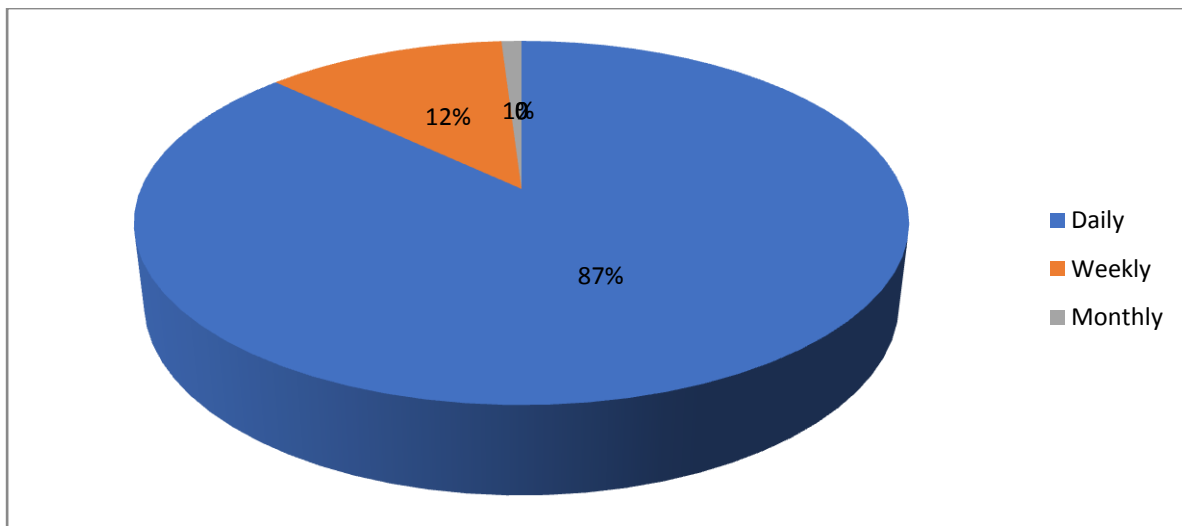
Q4. Which type of content do you prefer to consume on YouTube or TikTok?

The objective of this question is to understand their interests, preferences, as well as to identify patterns or trends in the types of content that are popular or preferred among students. As indicated in the figure, the students have five multiple- choices for this question. The figure reveals that 19 out 32 participants favoured entertainment, representing around 30% of the respondents. Musiccomes second in position with 14 selections, covering nearly 22% of the respondents;13 students, almost 20%,opted for educational content.News and other contents ranked in the last position with 9 answers for each, for a percentage of little more than 14% for each. The outcomes clearly show that participants demonstrate a strong preference for entertainment, music, and instructional content, compared to news and the other types of contents.

Figure 4:

Preferred Content on YouTube and TikTok
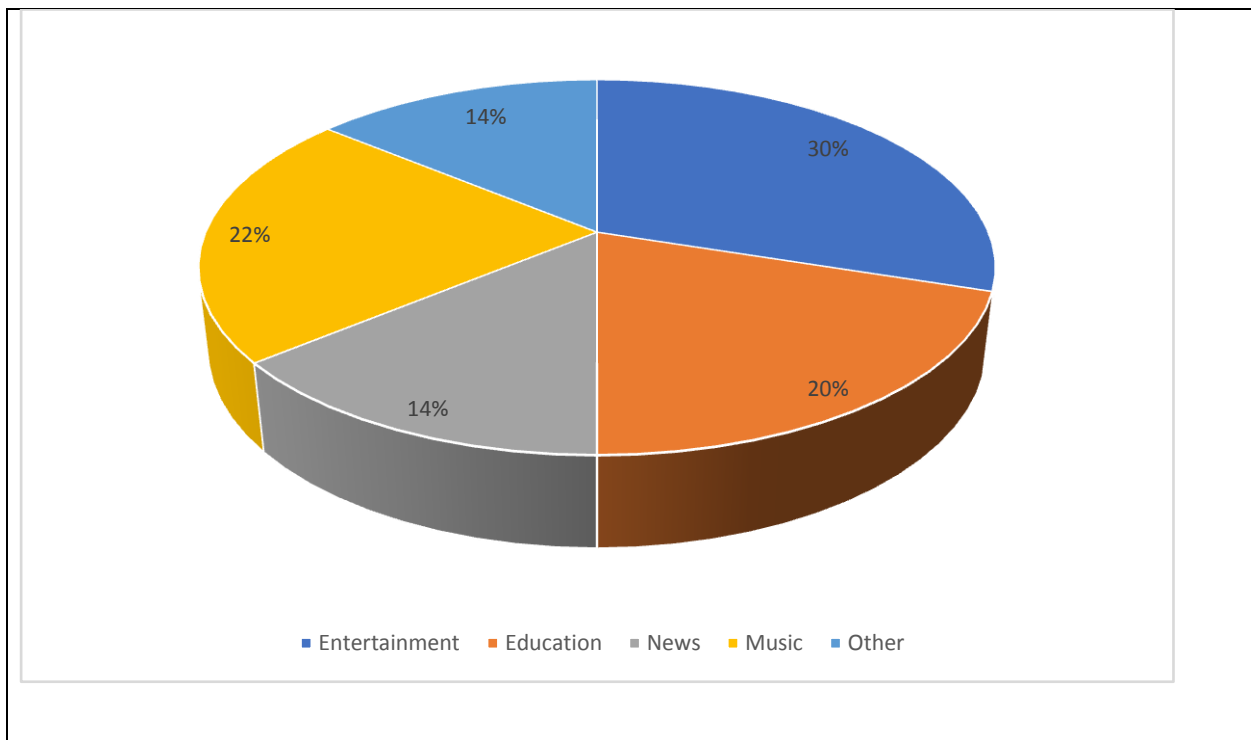
Q5. Which platform does you make you feel more comfortable to use?

The question's objective is to discover which platform best suits student's requirements and assures their comfort in utilizing it. Students have four multiple-choice solutions for this question, as shown in the figure. According to the figurebelow, 18 participants choose YouTube, representing35% of the participants. TikTok and Instagram are second with 15 selections, accounting for approximately 29% of responses. Only 4 students, or slightly above than 7%, opted for Snapchat.Based on the study results, YouTube is the best choice for the majority of students, followed by TikTok and Instagram, with Snapchat as the least preferred platform.

Figure 5:

Platforms Students use to Feel More Comfortable
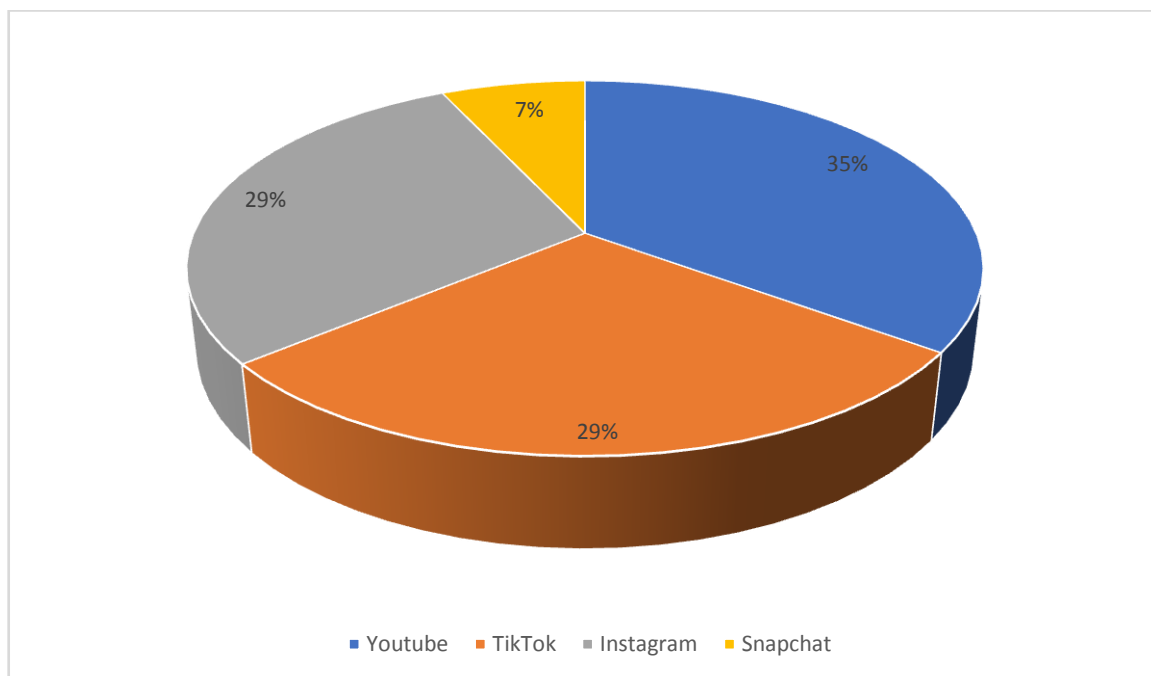
Q6. Do you feel more motivated to listen to authentic language outside of the classroom through YouTube and TikTok when you have Control over what you listen toor when someone else recommends it to you?

This question seeks to find out if possessing control over the information students listen to or receive proposals from others effects their motivation. The figure illustrates that an overwhelming majority of students, where 28 of them determined (control over what you listen to option) with a percentage of almost 88%, while 4 respondents or just over 12% choose the second response (someone else suggests it to you). This implicates that student motivation to listen to authentic language outside the classroom is mainly influenced by having control over the content they consume, while receiving recommendations from others is relatively low.

Figure 6:

Motivation for Authentic Language

Legend: ■ Conrol over what you lsten to ■ Someone else recommends it to you

Pie chart values: 4%, 96%
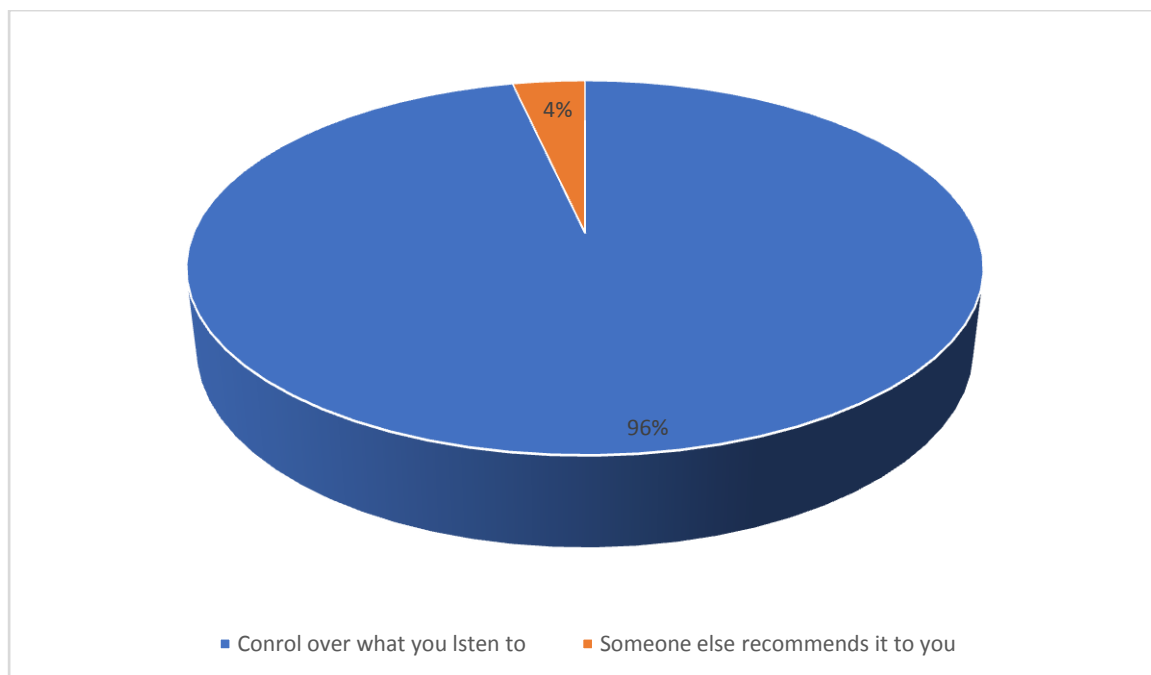
Q7. According to you, which of the two platforms - YouTube or TikTok - do you think helps you learn new phrases, idioms, etc. more effectively?

The reason of this question is to understand which platform, YouTube or TikTok, participants think is more useful in helping them acquire new phrases, idioms, and other linguistic features. The outcomes from the figure show that the vast majority of students, 22 of them, went with YouTube with a proportion of more than 70%, while 10 respondents, or roughly 30%, chose TikTok as the second choice. These results denote that a large majority of students perceived YouTube as a more valuable medium for learning new words, idioms, and other language-related features compared to TikTok.

Figure 7:

YouTube and TikTok Usefulness
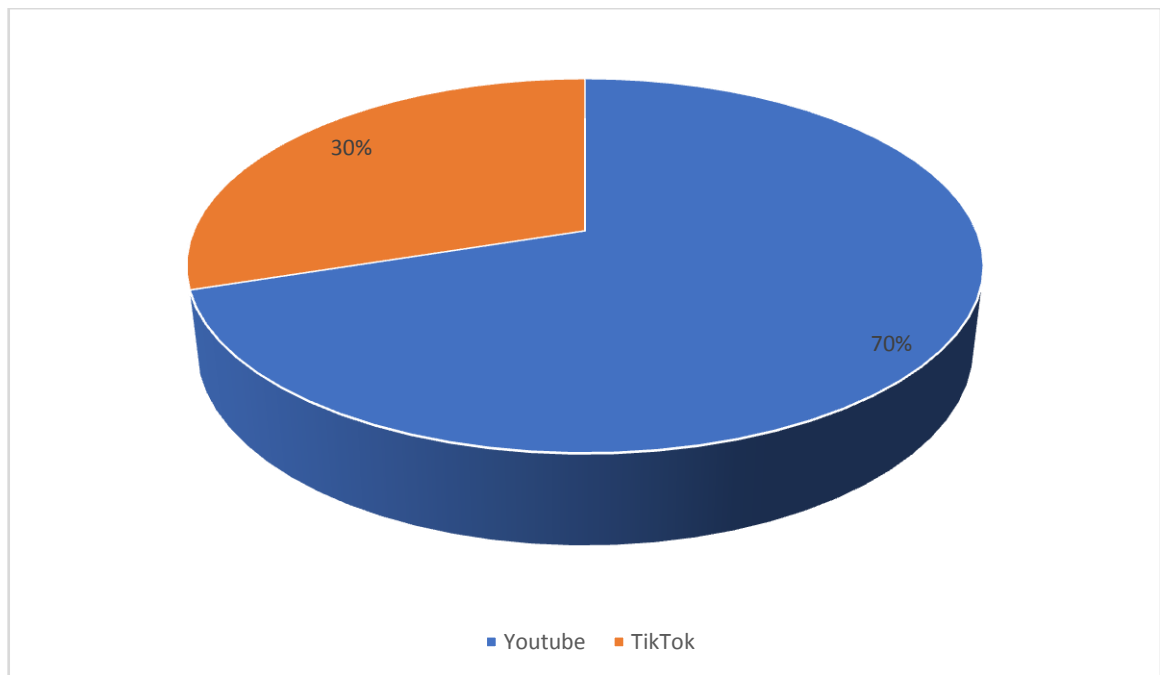
Q8. How much time do you typically spend watching/listening to English language content on social media platforms in one session?

The intention of asking this question is to identify the duration of time participants dedicate to consume English language content on social media platforms during a single session. According to the figure, the minority of respondents, 5 students or nearly 16%, pass less than 10 minutes per session, while two-quarters of them, 8 students or 25%, spend (10-30) minutes per session, and the remaining 8 students allocate (30-60) minutes per session. The remaining 11 students, or slightly more than 34%, devote more than one hour per session. The results indicate that the majority of participants spend a modest amount of time (10-60 minutes) engaging with English language content on social media, whereas a significant minority spends more than an hour every session.

Figure 8*:*

Watching/Listening Duration Spent in One Session

Legend: ■ Less than 10 minues ■ 10-30 minutes ■ 30 minutes to 1 hour ■ More than 1 hour
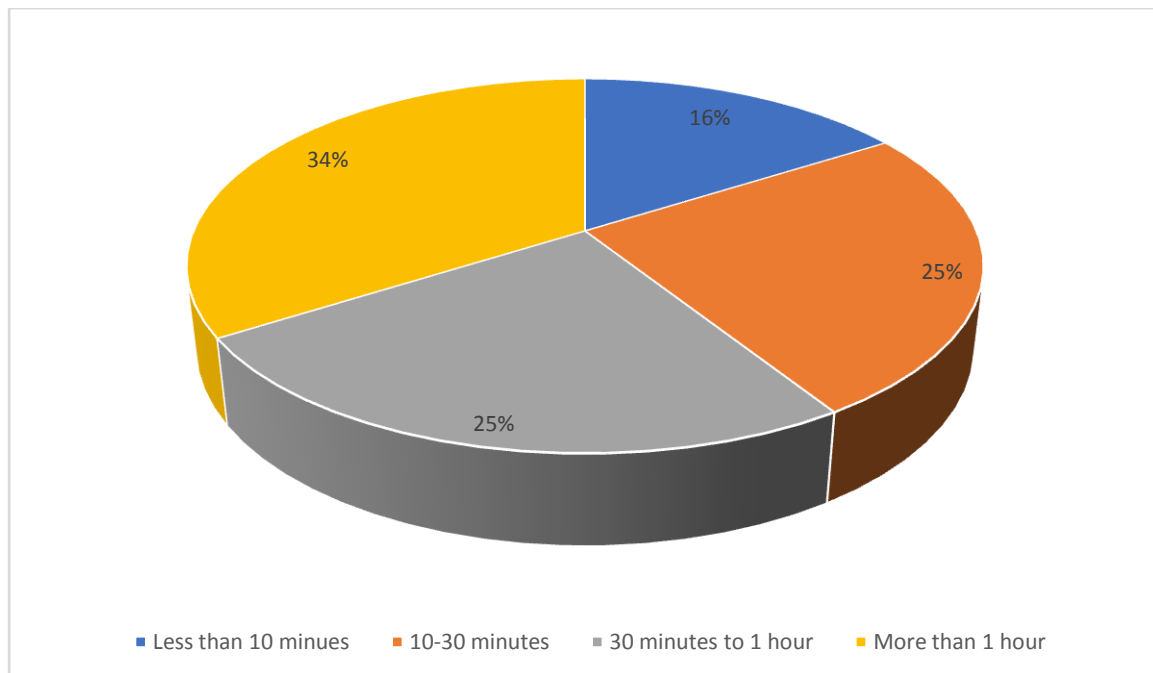
Q9. Have you heard of the "All Eyes on Me' hashtag challenge? If so, can you tell me which social media platform it originated from?

The overall objective of this question is to find out if the responders are aware of the "All Eyes on Me' hashtag challenge" and to understand more about the social media site where it originated and gained its popularity first. The majority of students responded positively, indicating awareness of the challenge, with TikTok being mentioned as the platform where they first encounter it, whereas the rest is on Instagram and YouTube. These outcomes show that most students are aware of the "All Eyes on Me' challenge", largely through TikTok. Some students identify Instagram and YouTube as other web sites associated with the challenge, confirming the challenge's spread and presence on numerous platforms. This means that the challenge has received broad popularity and involvement among students across multiple social media platforms.

Q10.Have you listened to or watched all of the ''All Eyes on Me' hashtag challenge videos ''on YouTube? If so, did you give any of the videos a thumbsup?

This question seeks to determine if respondents have seen or listen to all of the ''All Eyes on Me' hashtag challenge videos'' on YouTube and given any of them thumbs up. The purpose is to assess their level of involvement, familiarity, and positive reaction to the YouTube challenge videos. The results from the figure reveal that 12 students, roughly 6%, watch or listen to the videos, whereas the remaining 20 students, roundly 25%, do not. Additionally, 5 participants, nearly 16% answered the give the video thumbs up, while 27 students, approximately 44% did not do. These findings imply that, despite some level of awareness and engagement, the 'All Eyes on Me' hashtag challenge videos on YouTube have not gained broad popularity or interest among student respondents.

Figure 9:

Popularity of All Eyes on Me 'hashtag on YouTube
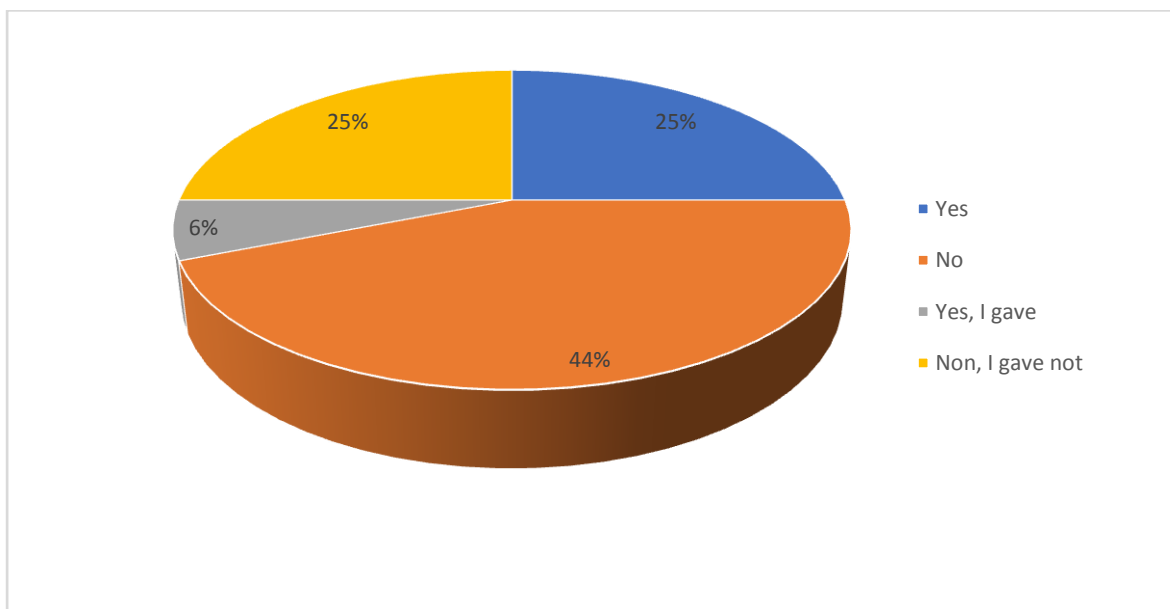
Q11.Have you ever heard the idiom ''piece of cake'' before? If so, can you recall a situation where you used it or heard someone else use it?

The purpose of asking this question was to assess the students' familiarity with the well-known idiom 'piece of cake' and to understand how they explained its meaning. The results indicate that a substantial majority of students were familiar with the idiom and provided explanationsand examples, such as "in the classroom, during a test or when correcting an exam, the teacher says that it is a piece of cake, expressing how simple the test and exam are,"and"When we talk about something easy to do." Some students also mentioned other idiomatic expressions like "child's play", which suggests that they may have encountered it while researching the topic, possibly on platforms like YouTube. The results shown here demonstrate that the students understand the meaning of the phrase and where it can be used.

Q12. What is another way to say,"subscribe to"?

The objective of this question is investigating the students' linguistic variety and ability to produce different words or expressions that describe the act of subscribing to something that commonly appears on social media platforms. This question assesses their comprehension of synonyms as well as their creativity in finding new ways to communicate the notion of subscription. The results illustrate that a considerable majority of students gave an alternate phrase with a comparable meaning and an explanation; they provide some expressions, such as "Follow,""Join to,""Participate," and "Share with Us on the Channel."This indicates that the students grasp the question well and were able to provide appropriate alternatives in their replies.

Q13. Can you give me an alternative phrase for "get away"?

The goal of this question is to determine students' vocabulary and familiarity with various expressions for the concept of "getting away" in general. It also implicitly seeks to know if they can suggest additional popular choices commonly found on social networking platforms like "Escape," "Run-away," "Run off," and "Get away."While all students' responses exhibit a clear understanding of the concept in its broad application, such as "Go away,""Move away from my face,"and "Get lost", only a few students present some typical alternatives on social media platforms, such as "Escape" and "Break out". This indicates a possible gap in the majority of respondent's comprehension or awareness of some social media expressions.

Q14. What is the meaning of the saying "a trouble shared is a trouble halved," and where is it commonly learned from?

The reason of asking this question is to test the students' understanding of the proverb "a trouble shared is a trouble halved" and how they explain it and to discover where learners frequently encounteror acquire this saying. Findings demonstrate that the vast majority of learners are aware of this expression; they provided different examples, such as "Share your problems with the others; maybe you will find solitons," "Sharing the problems simplifies them," and "When you share your worries with others, it may help you to find solutions or at least reduce your worries." However, the sources from which they learn or hear differ. In addition to personal experience, the presence of YouTube and TikTok as sources for acquiring this proverb is significant among a great portion of respondents. Few students attribute their learning to teachers and movies. This implies that social media platforms could assist in propagating and popularizing such sayings among students.

Q15. Can you confirm whether you are familiar with the expression "a problem shared is a problem halved," and if so, where did you acquire it from?

This question seeks information regarding participants' knowledge with the expression "a problem shared is a problem halved" and determines from where it is obtained. The outcomes indicate that approximately one-third of the participants are unable to recall the specific source of their knowledge. However, among those who could remember, a significant number cite YouTube and TikTok as the origin of theirlearning, then come school, movies or parts of films uploaded on TikTok and society with less importance. This indicates that, in addition to the other mentioned sources, social media platforms play a major impact in exposing participants to the proverb.

Q16. Do you understand what it means when someone says, "Haste makes waste"? If so, where did you learn or encounter this farewell expression from?

This question aims to obtain data from students about the meaning and application of the statement "Haste makes waste." It looks to identify whether students understand its meaning, when they first encountered it, and whether they prefer using it in different phrases with similar interpretations. More than half of the students interviewed offered various suggestions, using different words or phrases to express the same notion. All of them additionally state where they obtain their learning, whether it is via YouTube videos, TikTok content, or other sources. The outcomes reveal that The majority of students demonstrated various interpretations and linguistic choices, such as "doing something too quickly causes mistakes,""rushing things leads to mistakes and poor results," "If you do something fast ,you are going to cause problems, for sure," and "When you rush to do something, most of the time it results in a waste of time, effort and materials…,"exhibiting their ability to

comprehend and apply the idea stated by "Haste makes waste" in their own words. It also emphasizes the importance of digital media platforms like YouTube and TikTok in molding student's grasp of idioms and phrases.

Q17. According to you, what does the saying" Better safe than sorry express? From where have you learnt this expression?

The goal of this question is to collect data on how students use the expression "Better safe than sorry."We noticed that themajority of students provided interesting and surprising interpretations like"Take precautions to avoid potential problems or dangers,"" To avoid something better than say sorry,"" In deliberation there is safety, and in haste there is regret," and "Don't hurt someone and after ask for forgiveness."For this specific saying, well above our initial expectations. Furthermore, the sources from which they learn or hearddiffer. In addition to personal experience, the presence of YouTube and TikTok as sources for acquiring this proverb is significant among a great portion of respondents. Few students attribute their learning to teachers and movies.This implies that social media platforms could assist in propagating and popularizing such sayings among students.Concerning the source from which students learn or are informed varies, aside from classrooms, movies, and films, the availability of YouTube and TikTok as sources for gaining this expression is noteworthy among a considerable number of responses. This points out that social media platforms might help spread and increase awareness of such sayings among students.

Q18. How should you bid farewell to a friend who is going to Dubai? From where have you learnt this farewell expression?

The goal of this question is to examine how students express farewells in real-life situations. All the students deliver astonishing and varied responses, grasping from several

types of sources, TikTok and YouTube as the most prominent ones, then come class and personal experience. It was also fascinating to see some participants replied with two or three distinct expressions while communicating the same message, such as " Goodbye,"" stay safe,"" Take care of yourself" from a channel on YouTube and from TikTok hashtags, there isthe prevalent expression "Habibi come to Dubai." This demonstrates the enormous positive influence of social media on students' formulaic language learning.

Q19.Your mother has returned from Mecca, and you are excited to meet her. How would you welcome her? Also, could you tell me where did you learn this expression for welcoming someone?

This question is most likely designed to assist in understanding the participant's cultural or personal ways for welcoming and receiving loved ones after a big travel or event. The results illustrate that all the students responded in different ways citing distinct sources of acquiring welcoming expressions, as social media platforms like YouTube, TikTok their daily life's experiences and school for examples; "May Allah accept your Hajj, forgive your sin and compensate your expenditure,""Nice to have you again,"" Nice to you see again,"and a lot of expressions that they used to express their real feeling towards what they face.According to the findings, students are ableto express welcoming expressions in different ways. These expressions are learned from various sources counting social media platforms-YouTube-TikTok-, daily experiences, and school.

Q20. She brought you many presents you did not expect. What would you say to express your gratitude? And where did you learn this phrase for showing gratitude?

The goal of asking this question is to inquire about the appropriate response to express gratitude and the source of learning such phrases. While all students positively

respond reporting that the used expressions are acquired from various sources, such as social media platforms like TikTok, YouTube and Facebook, such as "I am more grateful to you than you will ever know."In addition to school and daily interactions like "I don't know how to thank you," and "That was not necessary..."The students' responses demonstrate that they learn these expressions through their experiences on social media as well as through their interactions at school and in everyday life.

Q21. If you missed an important meeting with your principal as a teacher, how would you apologize professionally? Could you tell me how did you learn this professional apology phrase?

The aim of asking this question is to evaluate students' reactions, abilities, and preparedness to handle real-life situations when they may need to professionally apologize in the future. It also seeks to identify the source from where these expressions originate. While an acceptable number of students respond by providing various expressions of apology in a professional manner, these expressions are drawn from different sources, such as social media platforms like YouTube and TikTok, as well as from school and personal experiences. A respectful number of students offer expressions like"I am so sorry for missing our meeting today; Iwill make sure this will not happen again,"obtained from these platforms. Other participants provide phrases like "May you accept my most sincere apology" and "I am sorry, I could not be there," acquired from their school and personal experiences. The answers provided by the students indicate that they gain knowledge of these expressions through their experiences on social media as well as their interactions at school and in their daily activities.

Q22. How can you request him to retrieve what you missed? Where did you learn this request phrase?

The reason of asking this question is to examine how students request things from others in professional settings. We want to see if they adhere to what they learn or if they expand their knowledge from other sources. The results reveal that a significant portion of respondents presented wide-ranging expressions like"I would be very appreciative if you repeated for me," " Can you please give me a recap of the important things I missed?" and "Could you repeat what I have missed?"are derived from popular digital platforms TikTok, YouTube and Facebook. Other students reply with sayings like "Could you please provide me with a summary of what was discussed during the meeting?" learned from an English teacher in high school,"Sorry, can you repeat what I have missed?" obtained from daily interaction, "I can't attend this meeting; I have some problems, but I would like to chat with you about this. I will come to your desk tomorrow," learned from a movie. These outcomes show that, in addition to traditional sources, such as school and daily routine activities, students canalso acquire request expressions through social media websites.

Q23. If you were the principal, what instructions would you give to that teacher? Could you tell me where did you learn this instructional phrase?

The essence of asking this question is to understand how students attempt to persuade others in actual life situations in successful and respectful ways. It also tries to figure out where this instructional phrase comes from. The results demonstrate that a large number of students responded as if they were authentic principals by using extremely powerful expressions, derived from distinct sources, including social media platforms like Facebook, Instagram, YouTube, TikTok, and movies, where we find examples like"Ok, but be careful

next time I will be several,""You have to be more generous," and "do not be late in the future meetings." Expressions from other sources we get "Please make sure to attend all scheduled meetings in the future to ensure that important information is not missed," acquired from the classroom and the example "That was the last time you werelate; don't repeat it again," from daily life experience. The data suggest that students use persuasive language from many sources, including popular social networking sites such as YouTube and TikTok, as significant sources to persuade others while giving instructions on the need for meeting attendance for efficient communication and information exchange.

2.2.1.3.4.Students' DataInterpretation

From the analysis of the results, several key points have been raised for discussion. The majority of respondents are female; this is because there are more female students compared to male ones in the English department. Also, it is evident that the majority of participants reveal a great amount of proficiency and commitment when responding to questions, this because of the great investment of time and effort in learning English for more than 5 years.

Furthermore, the analysis reveals that the majority of participants use social media platforms on a daily basis, with YouTube and TikTok emerging as the most preferred platforms. This indicates that learners actively incorporate social media into their language learning practices. This preference might be related to the wide variety of information accessible on these platforms, which appeals to a wide range of interests.Whenit comes to content preferences, the participants indicated a variety of interests, including entertainment, education, news, and music. This can be explained with the multifaceted nature of social media platforms, which offer a diverse range of content categories to cater to different user preferences.The majority of interviewees felt comfortable in using SMplatforms. This may be

attributed these web sites provide a user-friendly and engaging experience. One noteworthy finding is that the participants feel motivated when they have control over the content they consume on these platforms. This autonomyallows them to select content that aligns with their interests and language learning goals. Moreover, the participants highlight YouTube as a particularly helpful platform for learning new phrases, idioms, and proverbs, emphasizing its educational value in language acquisition. This comes as a result of the considerable amount of information available on these platforms, which respond to a wide range of students' interests and needs. A further result, most respondents spend a few minutes on social media, while a significant minority spends more than an hour. This limited duration devoted to use social media platforms may be contributed to time constraints or personal preferences.

According to the study results, less than half of the participants report actively searching and investigating new or unclear information they encounter on social media. This indicates that while they may be aware of what is happening on the platforms, they may not engage in critical thinking or fact-checking to the same extent, which can be a consequence of lack of time and interest. Moreover, the majority of participants demonstrate familiarity with common idioms shared on social media and possess the ability to explain them. This implies that exposure to idiomatic expressions through these platforms has contributed to their language acquisition and competence. In addition, the participants showed proficiency in selecting alternative expressions with different words while maintaining the same meaning. This flexibility in language use, including farewell expressions, gratitude expressions, welcoming expressions, and professional instructions, is predominantly obtained andshaped through their exposure to diverse content on social media platforms, notably YouTube and TikTok.

To conclude, the students' interview results highlight the significant impact of social media platforms, particularly YouTube and TikTok, on the participants' language learning experiencesoutside of the class. These platforms provide a convenient and engaging environment for students to access a wide range of content suited their interests and preferences. Consequently, students can enhance their formulaic language competence while also developing their general language skills. However, it is crucial for learners to maintain a critical mindset and actively seek clarification or verification when encountering new or uncertain information on these platforms.

2.2.2. Teachers' Data Analysis

2.2.2.1. Description of the Teachers' Questionnaire

This questionnaire includes 10 questions, divided into three sections. With the exception of the first and second questions, all the remaining questions are open-ended. These open-ended questions are used to obtain a range of perspectives, opinions, and insights from the participants. The first section consists of one background question, aiming at gathering information about the respondents' experience as EFL teachers. The second section includes two questions (3) and (4) that focus on the role of listening outside of the classroom. The third section comprises five questions from (5) to (10) and focuses on the informants' perceptions, evaluation, and comparison of online platforms in relation to in-class listening activities.

2.2.2.2. Analysis of Teachers' Questionnaire

Q1. How long have you been teaching English at the university?

Starting from the idea that teachers' experience is a crucial element for this study since it enables us to gather data directly from them, this question tends to determine the teachers' work experience in measure of years. Four of the teachers have been teaching for more than

ten years. Three of them have less than10 years of experience in the domain. The three rest teachers have been teaching for not more than 3years.As a whole, it is clear thatthe majority of theteachers has a considerable experience in teaching.

Figure 10:

English Teaching Years Experience
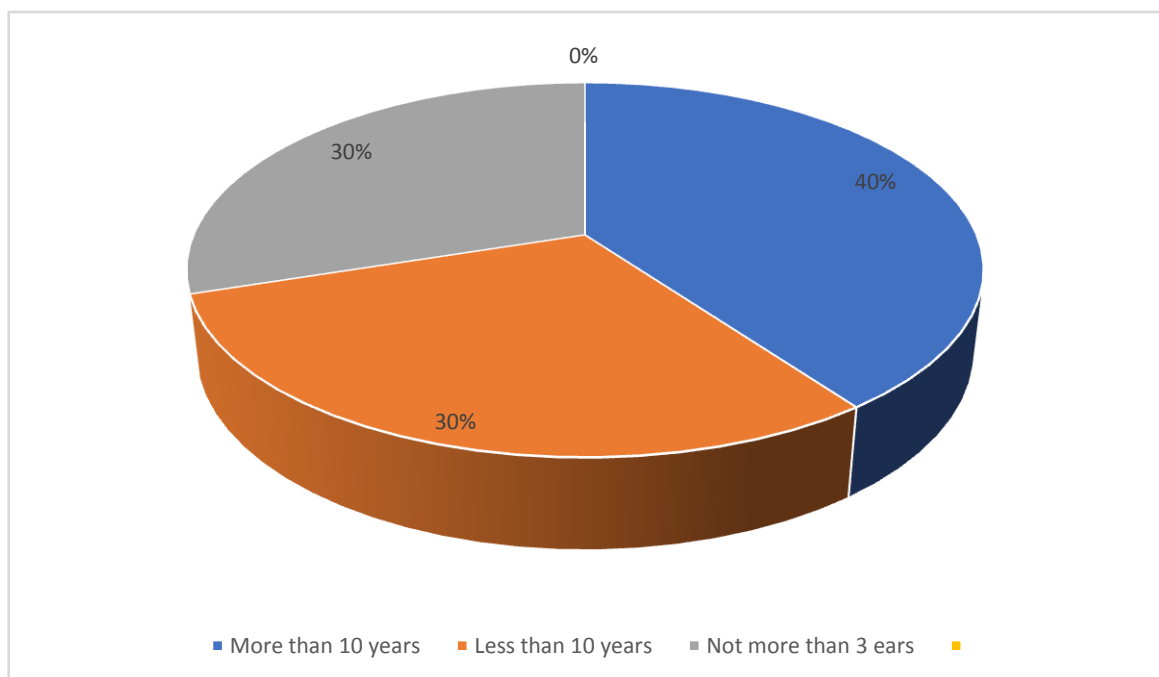
Q2. How do you view the role of Listening Outside of the Class in enhancing students' Learning?

This question is included to find out how teachers perceive the function of listening outside of class in promoting students' learning. According to eight of the teachers, while

listening in class is essential for student learning, it has limitations and may not be sufficient on its own. All the teachers emphasized the importance of students engaging in listening activities outside of the classroom as a way to expand their vocabulary and become more familiar with English pronunciation patterns and accents; some of them provided examples such as" Listening inside class is a very limited task because of time and material constraints. Henceforth, listening outside class is a major task that learners should not ignore because it has a very important role to enrich their vocabulary, to increase their familiarity with language, and improve their language proficiency and learning.","Listening outside the class is of paramount importance for EFL students' learning. It allows for exposure to limitless instances of language input. ","Although listening in class plays a crucial role in students' learning, they cannot rely solely on it because it is a bit limited and inadequate. Hence, students need to listen outside the classroom to enrich their vocabulary and get familiar with English pronunciation patterns."Starting from the idea that teachers' experience is a crucial element in our study since it enables us to gather data directly from them, this question tends to determine the teachers' work experience in measure of years. Four of the teachers have been teaching for more than ten years. Three of them have less than10 years of experience in the domain. The three rest teachers have been teaching for not more than 3years.As a whole, the majority of the teachers has a considerable experience in teaching.

In terms of its influence on student learning, one teacher believed it is effective, while another perceived it as ordinary. This implies that extra listening exercises outside of class can aid learning by increasing vocabulary and familiarizing students with pronunciation variations and accents.

Q3. Do you teach formulaic language?

This question aims at determining teachers who specifically teach formulaic language. Out of the total number of respondents, six teachers stated that they teach formulaic language; one mentioned implicit learning,while the remaining four teachers did not at all. The implication here is that there is variation in the teacher's ways of teaching formulaic language. While some teachers explicitly teach it, others approach it indirectly or do not include it at all. The findings suggest that there is variation among the teachers in their approach to formulaic language instruction.

Q4. What is your opinion on the use of Social Media Platforms - YouTube and TikTok - for language learning, specifically

in teaching formulaic language to EFL third-year students?

This question aims to inquire about the use of social media platforms, namely YouTube and TikTok, for language learning, specifically in teaching formulaic language to third-year EFL students. More than half of the teachers expressed their opinion that social media platforms like YouTube and TikTok can be excellent resources for language learning, examples such as " Social media platforms represent new opportunities for both teachers and learners,""These platforms prove very helpful if utilised appropriately. Tiktok and Youtube are construed as rich sources of authentic language. This authenticity entails the inclusion of various types of formulaic language, including idioms and lexical chance,""I see it, very helpful" and "Helpful", were offered by them. According to the majority of them, these platforms offer a wide variety of videos and content created by native speakers or language teachers. They stated that this content can include videos that explain specific aspects of the language, such as grammar rules, idioms, and expressions. Additionally, some

teachers mentioned that the effectiveness of these platforms depends on how students utilize them. These outcomes indicate that YouTube and TikTok can enhance students' language acquisition and formulaic learning, the usefulness of that relies on student's employment.

Q5. In your experience, have you noticed any specific types of formulaic language that students tend to learn more effectively from online platforms versus in-class instruction?

This question is designed to determine whether teachers have observed any specific forms of formulaic language that students obtain more successfully through online platforms compared to in-class instruction. Half of teachers concluded that online platforms allow students to learn vocabulary, grammatical structures,and idiomatic expressions more efficiently, like in "On the most part, students tend to learn idiomatic expressions effectively." and"Students tend to learn vocabulary and grammatical structures more effectively through

online platforms."They added that web platforms can provide self-paced learning, interactive activities, and immediate feedback, which are online environments that can help memorization and retention. The remaining number of teachers viewed that social media sites help students learn and develop non-formulaic language since they are exposed to diverse styles and foreign speakers' standards.

Q6. How do you evaluate the effectiveness of online listening activities on EFL third-year students' formulaic language learning?

This question intends to discover how teachers assess the impact of online listening activities on the formulaic language learning of EFL third-year students. According to more than half of teachers, the efficiency of formulaic language instruction is determined by the

learner's choices, needs, and learning style,such as in "I perceive them as adequately effective. They tend to enrich students'repertoire with regard to formulaic language." and "It may be effective if it is done carefully. I mean through guidance, evaluation, and control." Because there are a variety of videos on social media platforms that show native speakers introducing formulaic statements in natural contexts, which can assist students grasp how these expressions are utilised in real-life situations.They added that online practises of listening can include a wide range of authentic materials, like podcasts, news reports, movies, and interviews, allowing students to practise their listening skills and become more familiar with formulaic language in context. The rest of the teachers reported that they could not evaluate it without conducting research,like in "I cannot evalute it without making research, but I think it is perfectly effective."However, they assumed it is perfect in any way.The findings imply that teachers acknowledge the possible benenifcal effects of online listening activities on EFL third-year students' learning of formulaic language, but further research is needed to accurately evaluate their impact inside the class.

Q7.Do you think that online listening activities outside of the classroom can positively impact EFL third-year student's formulaic language learning?

This question seeks to understand how teachers believe online listening activities outside of the classroom can positively impact EFL third-year students' formulaic language learning. All teachers agreed that online listening activities outside of the classroom can advantageously impact EFL third-year students' formulaic language learning, as stated in the examples"Yes","Yes, I do."and"Yes, I do. They have a positive impact if used appropriately."They notified that exposure to actual spoken language can increase their listening comprehension and, as a result, their ability to recognize and effectively employ formulaic language. The findings illustrate that teachers think online listening activities can

have a favorable impact on EFL third-year students' formulaic language learning outside of the classroom.

Q8.Do you think that online listening activities can be used to supplement or replace traditional classroom instruction, and why?

This question looks at identifying whether teachers are of the opinion that online listening activities can complement or replace traditional classroom learning. On the one hand, three teachers declared that traditional classroom learning can be replaced by online listening activities because we are currently equipped with artificial intelligence and every ambiguous question can be solved online or explained better than teachers can, as reported in "Yes, we can replace traditional classroom instruction by online listening activities because nowadayswe have artificial intelligence."On the other hand, seven informants indicated that online listening instruction can be used as a supplement to regular classroom training because they provide for additional practice outside of the classroom, like in"They can be used to supplement traditional teaching as they are more flexible and can be used at every student's pace." and "Yes ,it can be helpful but never replaced."They cannot, conversely, replace traditional instruction since teachers' guidance should always be there. Furthermore, teachers could give particular listening assignments to supplement classroom lessons, and students can work at their pace; however,whether or not students use online activities, the teacher remains an important and crucial player in the learning process. These outcomes demonstrate that some teachers suggested that online listening exercises could substitute traditional classrooms, while the majority of them regarded them as a supplement, but both recognized the continuing necessity of teachers.

Q9. Have you observed any differences in the rate of formulaic language acquisition between EFL third-year students who engage in online listening activities and those who do not?

The purpose of this question is to compare formulaic language acquisition rates between EFL third-year students who participate in online listening activities and those who do not. Two groups of teachers are represented in the opinions. There are those who notice numerous differences and those who do not. According to seven teachers, compared to students who do not engage in such activities, those who listen to formulaic language extensively outside of class are more likely to learn it and use it effectively, which improves their understanding of it and their ability to use it in conversation, as cited in examples like"Indeed, students who excessively listen outside the class are likely to acquire and use formulaic language more effectively."and "Of course, there is a difference and they are observed."The remaining three teachers assert that they are unable to know as stated in "I need a thorough study!"These findings suggest that online listening exercises could aid third-year EFL students in learning and using formulaic language, but more research is required to establish a definitive conclusion.

Q10. Do students learn better through online listening activities compared to in-class listening activities? If so, how?

The purpose of this question is to collect information on students who learn through online listening activities versus in-class listening activities in order to discover who acquire better. Half of the respondents think that students learn better through online listening activities than in-class listening activities because online activities are more relevant to their interests and can be completed at their speed, as stated in "Yes, That is because online activities suit their interests and can be undertaken at their own pace. They are more

motivating in comparison within class activities"and"Yes, I think so because students at home do the tasks themselves. They try to select the appropriate time. They do not do tasks under pressure."Furthermore, they are more motivated than in class activities. Two informants were of the opinion that, depending on how they are created and implemented, both online and in-class listening activities can be useful for learning. The remaining teachers were convinced that research should be conducted in the classroom setting, as mentioned in "No, both have a role in the students' progress."The findings convey that online listening may strengthen the effectiveness of formulaic language acquisition. However, research in class is required to fully grasp their influence.

2.2.2.3. Teachers' Data Interpretation

The teachers' Questionnaire revealed that half of the teachers have been teaching for around or over 10 years. This extensive teaching experience shows a wealth of knowledge and expertise in the domain of education. Furthermore, the majority of the teachers reported that teaching formulaic language is important. This recognition highlights their understanding and awareness of the importance of incorporating commonly used phrases and expressions in language learning.

According to the study results, the majority of teachers emphasize the crucial role of listening activities outside the traditional classroom setting in student learning. They accentuate the importance of exposing students to authentic language input beyond formal instruction, recognizing it as a valuable constituent of language acquisition. Additionally, most teachers stated that YouTube and TikTok can be considered excellent resources for learning formulaic language. This is because these platforms offer a wide variety of videos and content created by native speakers, including idioms, phrasal verbs, and other

components of formulaic language. Such content provides students with valuable opportunities to learn and practise formulaic language in authentic contexts.

Moreover, Half of the teachers expressed the belief that social platforms allow students to learn vocabulary, grammar, and enhance their competences. They recognize the potential of these platforms to support language learningas they provide additional resources and opportunities for practice. Also, more than half of the teachers cite that the efficiency of formulaic language instruction is determined by learners' choices, needs, and learning styles. This explains the significance of tailoring instruction to meet individual students' preferences and learning characteristics, enabling a more personalized and effective learning experience.

In accordance with the results, all teachers are in complete agreement about the beneficial impact of incorporating online listening activities into language learning outside of the classroom. However, opinions differ regarding the role of traditional classrooms and the teacher's involvement in the learning process. While some teachers suggest that traditional classrooms could be replaced by listening activities outside the classroom, others emphasize the essential role of the teacher as a facilitator in the learning process. Additionally, seven teachers state that students who engage in listening activities outside of the classroom are more likely to learn and use formulaic language effectively compared to those who do not. Moreover, half of the teachers believe that students learn better through online listening activities than in-class activities, while the rest express the view that both in-class and outside-class activities are effective.

To summarize, teachers recognize the importance of listening outside of the class as a means for acquiring formulaic language instruction, and the positive impact of social media platforms, notably YouTube and TikTok - as valuable resources on language learning.

However, opinions on the traditional classroom and the role of the teacher differ, with some supporting outside- class activities and others stressing on the teacher's facilitation.

Section Three: General Discussion

2.3.1. General Discussion

The analysis of data from both students and teachers sheds light on the impact of social media platforms, particularlyYouTube and TikTok, on the development of formulaic language learning among EFL third-year students. The study demonstrates that learners actively incorporate social media into their language learning practices, utilizing the wide variety of information available on these platforms. YouTube and TikTok serve as valuable resources for formulaic language learning, in addition to providing opportunities for exposure to authentic language content.

The majority of participants presented a high degree of proficiency and commitment, which contributed to their long-term engagement in learning English. Students preferred social media platforms because they offer user-friendly and engaging experiences andprovide flexibility to align the content with their interests and language learning goals. While participants exhibitedformulaic expression familiarity and linguistic flexibility, there is an opportunity for development in critical thinking and fact-checking when confronted with new material.

From the teachers' perspectives, using social media platforms was recognized as significant aspect of formulaic language learning. Teachers highlighted the importance of listening activities outside the classroom, acknowledging the value of authentic language content. They viewed YouTube and TikTok as valuable resources for teaching formulaic language, providing opportunities for personalized and effective learning experiences.

In conclusion, social media platforms like YouTube and TikTok play a significant role in the development of formulaic language among third-year EFL students at AbdElhafid Boussouf University Center - Mila.These platforms provide convenient access to a wide range of content, enhancing language learning experiences and promoting language competence. However, it is crucial for learners to approach social media content critically, while teachers acknowledge the importance of individualized education to fit the requirements and learning styles of individual students.

2.3.2. Limitations of the Study

The study's limitations emerge as a result of multiple factors that affect the research process. These restrictions include constraints of time, difficulties in conducting interviews, a biased sample composition, data loss concerns, and limitations in generalizability. It is important to recognize these limitations in order to correctly understand the data and properly interpret the scope of the study.

Firstly, time constraints were a big limitation. The interview and questionnairewith students and teachers were both done during examination periods, when their schedules were already compressed. This reduced the amount of time available for each tool to gather data, withstudents' interviews completing in only 15 minutes. Furthermore, due to time restrictions, teachers proposed receiving questionsin writtenform, which obliged us to conduct a questionnaire instead of a planned interview, demonstrating the lack of time available for in-depth conversations.

Furthermore, the samples composition possibly causes a bias. The bulk of student interviewees (72%) are female, whereas just a tiny minority of teachers (30%) is male. This

unequal distribution could influence the representations of perspectives, experiences opinions and experiences, thereby potentially biasing the results.

Another key restriction is data loss. A power outage at the University Central library, where the study was performed, resulted in the destruction of several documents. This regrettable occurrence causes us a delay in the advancement of the whole work.

Moreover, the results of this study cannot be overgeneralized.This is, because conducting an interview and a questionnairewith the entire population of students and teachers is challenging. This limits the generalizability of the findings of this study.

2.3.3.Recommendations

Based on the findings of this study, some recommendations are required for EFL third-year students to take advantage of listening outside of the classroom. One recommendation is to look for podcasts related to their field of study or topics of interest. These podcasts offer a valuable language practice which results in enhancing students' language skills. Additionally, using social media platforms, notably YouTube and TikTok, can be advantageous as they are massive and popular platforms that offer a variety of educational channels.Students are able to search for channels that target language learning, linguistics, or any other topic that interests them. Some channels even explain common formulaic language, such as idioms, phrases, and expressions, assisting students in becoming more familiar with the language patterns of native speakers. Another suggestion is to communicate with native speakers and other learners by joining online language learning networks such as forums or language exchange platforms.This allows you to directly interact with individuals who use the language authentically.Furthermore, language-learning programs such as Duolingo, Memrise, or Babbel, which occasionally contain listening exercises or sections dedicated to formulaic

language patterns such as idioms, phrasal verbs, and commonly used phrases, are recommended.

Recommendations for the Ministry of High Education and Scientific Research

To ensure a suitable learning environment for English language education, where formulaic language is a part of learning process. It is recommended that Algerian universities regularly update class materials, integrate multimedia resources, establish a comprehensive ESL program, provide professional development for teachers, invest in technology infrastructure, create learning support centers and online platforms, collaborate with local industries for practical experience, and establish feedback mechanisms for students and faculty. These methods, coupled with encouraging cross-cultural exchange programs with English-speaking nations, can help students improve their language skills and cultural understanding. By incorporating real-world scenarios and authentic materials into the curriculum, students will be better prepared to apply their English skills outside of the classroom and gain a greater sense of confidence and proficiency in the language, improving listening skills and creating a more effective learning experience is created.

Recommendations for Teachers

To encourage the integration of social media platforms in language learning, teachers should incorporate platforms like YouTube and TikTok. Students should actively listen to authentic content that is connected with their language objectives, directed by teachers' content selection. Teachers can provide methods such as note-taking and dialogues to improve understanding by emphasizing active listening. Journaling and other reflective activities help to increase knowledge of formulaic language. Teachers facilitate discussions on cultural differences and appropriate use while encouraging critical thinking. Scaffolded learning gradually introduces students to complex expressions, offering controlled and

authentic opportunities for practice. Feedback improves the usage of formulaic language. Teachers guide safe online behavior by raising awareness of barriers and risks. Learner autonomy is promoted by fostering independent resource discovery and assessment. Students are empowered by self-reflection and goal setting. Implementing these suggestions results in dynamic learning environments that connect traditional education to real-world language use.

Recommendations for Parents

To support university-level EFL students in improving formulaic language through using social media listening, parents can encourage exploration of relevant content, emphasize active engagement, facilitate discussions, provide practice opportunities, and foster a supportive learning atmosphere. By guiding their children's social media usage, offering feedback and encouragement, and staying updated about available resources, parents can play a crucial role in their students' language enhancement. Furthermore, collaborating with teachers and seeking professional guidance when needed can further maximize the benefits of social media integration in language learning. With these measures in place, parents can empower their children's level to effectively enhance their formulaic language skills through social media listening.

2.3.4. Directions for Future Research

Future research on the impact of listening outside of the classroom on formulaic language through social media should look at specific content types that efficiently contribute to language development. Comparative research between different platforms, focusing on learners' engagement and critical thinking skills, can provide valuable insights. Long-lasting studies can evaluate the long-term impacts of social media listening, while teacher's practices and implementing social media into traditional education are critical. Investigating the effects of algorithms and tailored content suggestions on formulaic language development can help to guide pedagogical strategies**.**

Conclusion

This chapter has shed light on the significance of listening activities outside the classroom as a tool for acquiring formulaic language. It has also stressed the positive impact of social media platforms, specifically YouTube and TikTok, in supporting language learning. The students' interview has demonstrated that these platforms serve as valuable resources, offering convenient and engaging environments for accessing a wide range of content that aligns with their individual interests and preferences. As a consequence, students can effectively improve their formulaic language competence while simultaneously developing their overall language skills.

However, learners have to handle these platforms with a critical thinking. With so much information available, students must actively seek clarification or verification when they come upon new or uncertain content. This preventative approach guarantees that students maintain reliability and accuracy through their language learning experience.

Despite broad consensus on the importance of listening outside the classroom and the positive impact of social media platforms, views on the role of traditional classroom education and teacher facilitation differ. While some advocate the incorporation of activities outside of school, others emphasized the necessity of the teacher's direction inside the classroom setting. Further research and investigation are required to address these divergent viewpoints and create a balance between exploiting online resources and leveraging instructors' skills in building successful language learning environments.

General Conclusion

The present study examined the impact of listening outside the class on the acquisition and use of formulaic language through social media platforms, particularly YouTube and TikTok. The aim of this research is to explore this impact by considering the perspectives of both EFL third-year students and EFL Teachers at AbdElhafid Boussouf University Center - Mila. The hypothesis posits that exposure to YouTube and TikTok has a beneficial effect on the acquisition and use of formulaic language among EFL third-year students at AbdElhafid Boussouf University Center - Mila.

This study is presented into two chapters. The first chapter comprises a literature review consisting of two sections: listening outside the classroom and formulaic language. The second chapter presents the methodology, analysis, discussion of the results, limitations, and recommendations of the study.

A mixed–method approach guided the study, where an interview and a questionnaire were employed to gather both qualitative and quantitative data from third yearEFL students and teachers atAbdElhafid Boussouf University Center - Mila. The findings revealed that teachers acknowledge the importance of utilizing listening opportunities outside the classroom for the acquisition of formulaic language. They also recognize the positive impact ofYouTube and TikTok as valuable resources for language learning. The interview with students underscores the significant influence of these social media platforms on their language learning experiences, offering a convenient and engaging space to access a wide range of content tailored to their interests. Consequently, students can enhance their competence in formulaic language while also developing their overall language skills. It is crucial, however, for learners to maintain a critical mindset and actively seek clarification or verification when encountering new or uncertain information on these platforms.

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Appendices

Appendix 1: Students' Interview

Dear students,

This interview is designed to collect data for a master's degree dissertation. It aims to explore how listening outside of the class when using social media platforms like YouTube and TikTok impacts the acquisition of students' formulaic language, which is defined as a collection of linguistic pieces or phrases used to express meaning quickly and accurately, such as greetings, gratitude, requests, proverbs, and idiomatic expressions. For that, you are kindly requested to answer this interview to express your perspective on this impact.

We truly believe you will give the interview your complete attention and interest. We appreciate your collaboration and time in advance.

1.What is your gender?

   a- Female

   b- Male

2. How many years have you been studying English?

   a- 1 to 5 years

   b- 5 to 10 years

   c- More than 10 years

3. How often do you use social media platforms like YouTube and TikTok?

   a- Daily

   b-Weekly

c- Monthly

4.Which type of content do you prefer to consume on YouTube or TikTok?

a- Entertainment

b-Education

c-News

d-Music

e-Other

5. Which platform does you makes feel more comfortable to use?

a-You Tube

b-Tik Tok

c-Instagram

d-Snapchat

6.Do you feel more motivated to listen to authentic language outside of the classroom through YouTube and TikTok when you have Control over what you listen to, or when someone else recommends it to you?

a-Control over what you listen to

b-Someone else recommends it to you.

7.According to you, which of the two platforms - YouTube or TikTok - do you think helps you learn new phrases, idioms, etc. more effectively?

a-You Tube

b-Tik Tok

8. How much time do you typically spend watching/listening to English language content on social media platforms in one session?

a-Less than 10 minutes

b-10-30 minutes

c-30 minutes to an hour

d-More than an hour

9. Have you heard of the "All Eyes on Me' hashtag challenge"? If so, can you tell me which social media platform it originated from?

10. Have you listened to or watched all of the "All Eyes on Me' hashtag challenge videos" on YouTube? If so, did you give any of the videos a thumbs up?

11. Have you ever heard the idiom "piece of cake" before? If so, can you recall a situation where you used it or heard someone else use it?

12.What is another way to say, "subscribe to"?

13.Can you give me an alternative phrase for "get away"?

14. What is the meaning of the saying "a trouble shared is a trouble halved." and where is it commonly learned from?

15. Can you confirm whether you are familiar with the expression "a problem shared is a problem halved" and if so, where did you acquire it from?

16. Do you understand what it means when someone says, "Haste makes waste"? If so, where did you learn or encounter this farewell expression from?

17. According to you, what does the saying" Better safe than sorry" express? From where have you learnt this expression?

18.How should you bid farewell to a friend who is going to Dubai? From where have you learnt this farewell expression?

19. Your mother has returned from Mecca, and you are excited to meet her. How would you welcome her? Also, could you tell me where did you learn this expression for welcoming someone?

20. She brought you many presents you did not expect. What would you say to express your gratitude? And where did you learn this phrase for showing gratitude?

21. If you missed an important meeting with your principal as a teacher, how would you apologize professionally? Could you tell me how did you learn this professional apology phrase?

22. How can you request him to retrieve what you missed? Where did you learn this request phrase?

23. If you were the principal, what instructions would you give to that teacher? Could you tell me where did you learn this instructional phrase?

Thank you.

Appendix2: Teachers' Questionnaire

Dear teachers,

We would be grateful if you could answer this questionnaire to express your perspectives about The Impact of Listening Outside of The Class, using Social Media Platforms -YouTube and TikTok-on Students' Formulaic Language.

May we thank you in advance for your cooperation and your time devoted to answer the questionnaire.

1. How long have you been teaching English at the university?

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2. How do you view the role of Listening Outside of the Class in enhancing students' Learning?

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3. Do you teach formulaic language?

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4. What is your opinion on the use of Social Media Platforms such as YouTube and TikTok for language learning, specifically in teaching formulaic language to third-year students?

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5. In your experience, have you noticed any specific types of formulaic language that students tend to learn more effectively from online platforms versus in-class instruction?

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6. How do you evaluate the effectiveness of online listening activities on EFL third-year students' formulaic language learning?

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7. Do you think that online listening activities outside of the classroom can positively impact EFL third-year student's formulaic language learning?

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8. Do you think that online listening activities can be used to supplement or replace traditional classroom instruction, why?

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9.Have you observed any differences in the rate of formulaic language acquisition between EFL third-year students who engage in online listening activities and those who do not?

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10. Do students learn better through online listening activities compared to in-class listening activities? if so, how?

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Thank you.

ملخص

يهدف هدا البحث إلى دراسة التأثير الذي يحدثه الاستماع خارج الفصل الدراسي من خلال منصات وسائل التواصل الاجتماعي على غرار اليوتيوب والتيك توك، على اكتساب واستخدام اللغة الصيغية لدى طلاب السنة الثالثة تخصص اللغة الإنجليزية كلغة أجنبية في المركز الجامعي عبد الحفيظ بوالصوف-ميلة. هذه الدراسة اعتمدت على مقابلة واستبيان، أجريت المقابلة مع 32 طالبا في السنة الثالثة قسم لغة إنجليزية بكلية آداب واللغات بالمركز الجامعي عبد الحفيظ بوالصوف-ميلة، في حين أجري الاستبيان مع 10 أساتذة الإنجليزية بهدف الحصول على وجهات نظرهم فيما يخص أثر استعمال منصات وسائل التواصل هذه على طلبتهم. أظهرت النتائج المحصل عليها بان منصات وسائل التواصل الاجتماعي مثل اليوتيوب والتيك توك لها أثر إيجابي على تجارب تعلم الطلاب للغة خارج فصول الدراسة. هذه المنصات توفر بيئة مشوقة وملائمة تسمح لهم بالولوج لمجموعة متنوعة وواسعة من المحتوى الذي يتماشى واهتماماتهم واختياراتهم. وكنتيجة لذلك يمكنهم تحسين كفاءتهم في اللغة الصيغية بالتزامن مع تطوير مهاراتهم اللغوية بصفة عامة. علاوة على ذلك أظهرت الدراسة أن الأساتذة مدركون لأهمية الاستماع خارج الفصل الدراسي كوسيلة فعالة لاكتساب اللغة الصيغية. وهم واعون بالتأثير الإيجابي الذي تحدثه منصات وسائل التواصل الاجتماعي، وبصفة خاصة التيك توك واليوتيوب، كمصادر ذات قيمة كبيرة لتعلم اللغة لدى طلاب السنة الثالثة في تخصص اللغة الإنجليزية.

الكلمات المفتاحية: الاستماع خارج الفصل الدراسي، منصات وسائل التواصل الاجتماعي، اللغة الصيغية، اليوتيوب والتيك

Résumé

L'objectif visé par cette recherche est d'examiner l'influence de l'écoute en dehors de la classe, notamment par le canal de plateformes de médias sociaux telles que YouTube et Tiktak, sur l'acquisition et l'usage du langage formulé (LF) chez les étudiants de troisième année d'anglais au Centre Universitarire Abd Elhafid Boussouf - Mila.Un interview et un questionnaire ont été effectués. L'interviewa été réalisé avec 32 étudiants de troisième année du département d'Anglais du même Centre Universitaire.Le questionnaire a été administré à 10 enseignants d'Anglais pour obtenir leurs opinions sur l'impact de l'utilisation de ces plateformes de médias sociaux sur leurs étudiants. Les résultats montrent que les plateformes de médias sociaux, telles que YouTube et TikTok, ont un effet positif sur les expériences d'apprentissage de la langue des participants en dehors de la salle de classe. Ces plateformes proposent aux étudiants une atmosphère pratique et captivante pour accéder à un large éventail de contenus qui conforme à leurs intérêts et préférences. De ce fait, les étudiants peuvent développer leurs compétences linguistiques générales tout en améliorant leurs compétences en langage formulé tout en améliorant leurs compétences linguistiques générales. En outre, les enseignants reconnaissent la signification de l'écoute en dehors de la classe comme moyen d'acquérir des connaissances en langage formulé, et ils admettent l'influence positif des plateformes de médias sociaux, en particulier YouTube et TikTok, en tant que ressources valeureuses pour l'apprentissage de la langue chez les étudiants de troisième année d'anglais langue étrangère.

Mots Clés : l'écoute en dehors de la classe, langage formulé, de plateformes de médias sociaux YouTube, TikTok