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*Students' Perceptions about the Use of TikTok Educational Videos for
Learning English Vocabulary*

*The Case of First-Year Students of English at AbdElhafid Boussouf
University Centre-Mila*

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**Students' Perceptions about the Use of TikTok Educational Videos for Learning
English Vocabulary: The Case of First-Year Students of English at AbdElhafid
Boussouf University Centre-Mila**

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Dedication

In the Name of ALLAH, the most Merciful the most Compassionate

I dedicate this work to:

My cherishable father, Mr. AbdElwahab. All thanks go to you, my father, for your financial and moral support all along my educational path.

My mother Ms. Assia. Without your sacrifices and constant loving support, I would have never done anything similar.

My siblings. All the love and respect is for my loving, kind-hearted, and supporting siblings Soufiane, Lotfi, Amira, and Tasnim.

My family; I hope you are proud of your girl.

Namira

Dedication

In the name of ALLAH, the most merciful and compassionate, I would love to dedicate this humble work to:

My beloved father, I am forever grateful for his sacrifices, support, unconditional love, and faith in me. I hope that this achievement will complete the dream he had for me all those years ago when he chose to give me the best education he could.

My dear mother, the one who raised me to be the person I am today, I am deeply grateful for her sacrifices, prayers, endless love, and support. Her tireless endeavours to ensure my access to the finest education have been a driving force behind my accomplishments.

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To everyone I love, to everyone who loves me and has helped me throughout my academic journey.

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Abstract

Learners of English as a foreign language may face challenges of having poor vocabulary which in turn affect their mastery of the language. In this respect, finding learning tools that simplify the vocabulary learning process becomes necessary. The current study aims to determine students' acceptance of TikTok educational videos for vocabulary learning based on their perceptions about the ease of use and usefulness of these videos. The researchers have relied on the technology acceptance model of Davis (1989). Accordingly, three research questions are set forth: 1) What are the students' perceptions about the ease of using TikTok educational videos in learning English vocabulary? 2) What are the students' perceptions about the usefulness of TikTok educational videos in learning English vocabulary? 3) Do the students accept TikTok educational videos as a vocabulary learning tool? For the sake of meeting the study aims, and answering the research questions, a quantitative descriptive and qualitative research design is used. A questionnaire is administered to 70 first-year English students at AbdElhafid Boussouf Mila University Centre. The main research findings indicate that the majority of students have positive perceptions towards the ease of use and usefulness of TikTok educational videos in learning English vocabulary, which in turn reflects their overall acceptance of using these videos for vocabulary learning. This is because they effectively contribute to building their vocabulary. Eventually, this study offers a set of recommendations for learners, teachers and future researchers.

Keywords: perceptions, vocabulary learning, technology acceptance model, TikTok educational videos

List of Abbreviations

EFL: English as a Foreign Language

TAM: Technology Acceptance Model

VL: Vocabulary Learning

VLSs: Vocabulary Learning Strategies

VLS: Vocabulary Learning Strategy

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General Introduction

1. Background to the Study

Over time, learning English vocabulary has been a problematic issue that students struggled with while learning the language. The lack of learning resources has made learning vocabulary a challenging process. Many of them have relied on traditional methods, like using dictionaries and memorising word lists. However, due to the existence of individual differences and learning styles, there is no one-size-fits-all method of learning. Nowadays, with the advancement of technology, social media platforms have proven to be an effective modern way to learn vocabulary. This idea is supported by various findings, and Sidgi's (2021) is one example. The latter demonstrated in her study that learners have expanded their vocabulary by using social media platforms, and that these platforms represent an engaging learning environment for learners.

TikTok is a social media platform that has gained immense popularity in recent years due to its interactive features. In addition to being popular for its entertaining content, it is also used for other purposes, such as education. Multiple studies that are related to the use of TikTok videos in learning vocabulary have been conducted to shed light on this subject. One of those studies is the one conducted by Tran (2023) to investigate the impact of TikTok on English vocabulary learning (VL) as well as to determine learners' and teachers' attitudes about TikTok in learning vocabulary. The latter is entitled "TikTok's effect on English vocabulary learning". The study's results showed that TikTok has proven to be effective in learning vocabulary because it helps learners retain new words. It also showed that the participants had a positive attitude towards using it. In addition, Alshreef and Khadawardi (2023) conducted another study in which they investigated students' perceptions of using TikTok as a tool for English VL in an EFL context. The findings revealed that the majority of

students had a positive perception towards using this application because they find it an interesting and enjoyable way of learning, as they prefer learning by using tools they use every day, like social media. According to them, it is important to note that the study only dealt with female participants, and further research should be done with males to gain more generalizable results.

The results reached by Alshreef and Khadawardi (2023) are consistent with the ones found by Alghameeti, (2022); Erwani et al., (2022); Hastomo et al., (2022); Rahmawati and Anwar, (2022), and Sofeny et al., (2022). For instance, the results reached by Hastomo et al. (2022) indicate that learners are excited about enlarging their vocabulary through watching TikTok videos. As a result, they have positive attitudes toward using its videos to learn vocabulary. Besides, they stated that being able to use the application anytime and anywhere proves the application's flexibility, in addition to the fact that students are able to select the topic of vocabulary according to their interests and preferences.

2. Statement of the Problem

Vocabulary is one of the fundamental aspects of language proficiency since acquiring a rich repertoire of vocabulary enables learners to level up their four skills in the English language. On the contrary, having a poor vocabulary inhibits learners' ability to communicate effectively and express ideas clearly in English. Research is in constant search for interesting and effective ways for VL. TikTok can be a suitable tool. So, some of the previous studies have investigated the use of TikTok videos for VL. These studies were conducted in Asia, in countries like Indonesia, Vietnam, Malaysia, Singapore, and Saudi Arabia. Meanwhile, the present study focuses on the use of TikTok educational videos for learning vocabulary in the Algerian university context, as this topic of research has not yet been investigated in Algeria. In addition, students of English at AbdElhafid Boussouf Mila University Centre are likely to face challenges of having limited vocabulary, which might hinder the development of their

overall level of proficiency in English. Therefore, this study is established to investigate the potential of using TikTok educational videos as a VL tool based on students' perceptions.

3. Aims of the Study

The present study aims at identifying the students' perceptions towards the use of TikTok educational videos in learning English vocabulary. It specifically aims to reveal:

- Their acceptance of TikTok educational videos as a tool for learning English vocabulary.
- Their perceptions about the usefulness of such videos in learning English vocabulary.
- Their perceptions towards the ease of using these videos in learning English vocabulary.

4. Significance of the Study

In essence, learning any language is highly dependent on learning its vocabulary. So, this study's significance lies in its role in adding insights to the literature concerning the potential of using TikTok educational videos as a VL medium. By tackling this point, the present dissertation will address students' needs in the digital era and contribute to informing future pedagogical decisions about alternative methods to English VL and teaching that are more innovative and interesting to learners.

5. Research Questions

For the sake of meeting the aforementioned research aims, the current study attempts to answer the following questions:

1. What are the students' perceptions about the ease of using TikTok educational videos in learning English vocabulary?
2. What are the students' perceptions about the usefulness of using TikTok educational videos in learning English vocabulary?
3. Do the students accept TikTok educational videos as a VL tool?

6. Research Methodology and Instrument

As this research is focused on the students' perceptions about the use of TikTok educational videos in learning English vocabulary, a quantitative descriptive and qualitative research design is used. In order to answer the research questions and meet the aims of the study, one instrument is used. A questionnaire is administered to the target sample online. The questionnaire is sent in Google Form format to their Messenger groups so that data can be gathered effortlessly.

7. Structure of the Study

This dissertation is made up of two main chapters. The first chapter is dedicated to theoretical issues related to the research topic, and it is divided into two sections. The second chapter is dedicated to the current research's fieldwork. Put in detail, the first chapter deals, in the first section, with VL fundamental concepts. In the second section, it deals with using TikTok videos and their use as a VL tool. As for the fieldwork, the researchers account for data collection, analysis, and discussion of the findings ending up with a conclusion.

Chapter One: Theoretical issues about Vocabulary Learning and the Use of TikTok Educational Videos for Learning English Vocabulary

Introduction

The widespread use of the English language all over the world and in various domains has led many learners to focus on mastering it. However, in their pursuit of becoming proficient language learners, it is obvious that they will encounter a number of challenges. One of those challenges can be learning a sufficient amount of vocabulary to express their ideas and to communicate as effectively as possible using the target language. The growing popularity of social media platforms in recent years has revolutionized the way learners develop their vocabulary. TikTok has unexpectedly become one of the most popular social media platforms among learners who are interested in learning outside of classroom settings, as it gives them opportunity to learn vocabulary and improve their overall language from the educational content shared on the application easily by using short-form videos.

1.1. Section One: Overview on Learning English Vocabulary

1.1.1. What is Vocabulary?

According to Merriam-Webster (n.d.), the term ‘vocabulary’ refers to “a sum of words employed by a language, group, individual, or work in a field of knowledge”. In simple words, vocabulary can be thought of as the collection of words used within a given language, given community, or by a person. Muzajidah (2018) defined the term as belonging to a person, saying that "a person's vocabulary is a collection of terms that they are familiar with" (as cited in Afini et al., 2023, p. 112).

In educational contexts, vocabulary is an important aspect of English language proficiency. Alghameeti (2022) provided a definition based on Huyen and Nga's (2003) work

and says that it is seen as the linguistic elements that combine the four language skills, which are listening, speaking, reading, and writing, in foreign language learning. To clarify more, vocabulary refers to words and phrases that exist in a language and allow for appropriate communication, understanding, reading, and writing when mastered by language learners.

Another linguistic viewpoint sees vocabulary as not only a word and its meaning in a dictionary but as a set of features referred to as word knowledge, including meaning, collocation, register, grammatical behaviour, association, spelling, pronunciation, and frequency (Alizadeh, 2016). Therefore, to say that one knows a word, one should first develop a holistic understanding of it. According to the definitions above, the term vocabulary is perceived differently by different authors. In a nutshell, vocabulary is a sum of words that one must learn in a language so that one can receive and deliver messages (written or spoken) clearly and communicate appropriately in that language.

1.1.2. Categories of Vocabulary

It is very important to mention the fact that there are two main categories of vocabulary and to make a distinction between these two categories namely receptive and productive vocabulary.

1.1.2.1. Receptive Vocabulary VS Productive Vocabulary. Some scholars stated that vocabulary is divided into receptive and productive categories. However, some of them stated that receptive and productive vocabulary do not have to be separated from each other since receptive vocabulary turns into productive vocabulary with time and continuous recall and practice by the learner. To clarify more, receptive vocabulary knowledge refers to words one understands when one hears and sees them, while productive vocabulary knowledge refers to words that one produces to speak and write (Alizadeh, 2016). So, receptive vocabulary refers to words that one receives when listening and reading, whereas productive

vocabulary refers to words that one uses in speaking and writing skills. Receptive vocabulary is referred to as passive words, while productive vocabulary is referred to as active words. According to Faraj (2015), “If we consider our learning new language as an example, we can clearly realize the distinction between receptive (passive) and productive (active) lexical items” (p. 12). On the one hand, receptive words are passive because they are not continuously used by the learner. They are “those words that the student may recognize and understand when they occur in the context, but which he/she may not produce or use in different contexts” (Jose, 2015, p. 7). On the other hand, productive words are active because the learner uses them correctly and continuously in different contexts. However, Faraj (2015) stated that, based on what Oller (1979) pointed out, learners acquire first words receptively and then use them productively; therefore, there is no need to dissociate them.

1.1.3. Theories of Vocabulary Learning

One cannot comprehend how learners learn vocabulary without referring back to language learning theories. Understanding VL theoretical foundations can help learners develop their vocabulary. Schema theory and dual coding theory can offer insights into the VL process.

1.1.3.1. Schema Theory. Schema theory describes how knowledge is acquired, processed, and organised in long-term memory. Willingham and Price (2009) stated that, based on the work of Stahl et al. (1989), schema theory posits that the learners' background knowledge can be considered as scaffolding that helps to encode information. In other words, learners' existing knowledge can play a vital role in learning vocabulary. So, by going back to what they learned before, learners can make connections between concepts and retain the newly learned words for a long period of time.

1.1.3.2. Dual Coding Theory. The dual coding theory, proposed by Allan Paivio (1991), suggests that learning occurs through both verbal and visual systems. He has found out that there are two systems in our memory that function together, despite the fact that they are separately stored, and that images possess the ability to stimulate the recall of words and vice versa (Loveless, 2023).

According to a dual-coding perspective, vocabulary can be better learned if supported by visual illustration in addition to verbal code. Sadoski (2005) stated that the “DCT implies that building links between precisely-learned visual and auditory-motor mental representations is important in decoding words” (p. 225). This means that exposing learners to both visual and auditory representations of words is very beneficial for understanding word meaning and retaining it. It is further explained that a combination of verbal context and visual aids results in a more meaningful VL (Sadoski, 2005).

1.1.4. Approaches to Learning Vocabulary

Foreign language learners must be aware of the critical role of vocabulary learning in the language development process. This is because the way learners are exposed to vocabulary can make noticeable progress in that process. Several researchers argue that there are two approaches to learning vocabulary, which are intentional and incidental VL (Hatch & Brown, 1995; Hulstijn, 2001; Nation, 2001).

1.1.4.1. Intentional Vocabulary Learning. Hulstijn (2001) defined intentional vocabulary learning as "any activity aiming at committing lexical information to memory" (p. 271). According to Barcroft (2009), "intentional vocabulary learning refers to learning new words while intending to do so, such as when a learner studies a list of target words or completes activities in a workbook while working to learn a set of new target words" (p. 85). From these two definitions, it can be understood that intentional vocabulary learning is all

about having the intention to learn a new set of words in order to improve one's language and take it to a higher level, for instance, by memorising wordlists. This shows that intentional vocabulary learning does not happen by chance but rather requires planning.

1.1.4.2. Incidental Vocabulary Learning. Incidental vocabulary learning involves taking part in activities that have a different focus than learning new words, like reading a novel or listening to a podcast. Hulstijn (2001) explained it as “the learning of vocabulary as the by-product of any activity not explicitly geared to vocabulary learning” (p. 271). According to Hunt and Beglar (1998), a significant amount of vocabulary is learned incidentally through extensive reading and listening. Huckin and Coady (1999) agreed with Hunt and Beglar (1998) in the idea that VL takes place by means of extensive reading, with the learner guessing the meaning of unfamiliar words. They also mentioned that it provides learners with an opportunity to learn the words in their own context. Consequently, this gives them a rich sense of word use and meaning.

However, Nation (2001) held a contrary viewpoint and suggested that intentional and incidental VL should be seen as complementary activities, with each one enriching the learning that comes from the other. All in all, learners need to take into consideration both approaches in the process of building their vocabulary so that they can expand their vocabulary knowledge.

1.1.5. Vocabulary Learning Strategies

Learning English in general is not free from difficulties. Foreign language learners struggle to learn grammar, pronunciation, and the four language skills. Foreign language learners also encounter serious challenges in their learning, especially because of the inadequate size of their foreign language vocabulary. As a result, learners search for effective vocabulary learning strategies (VLSs) to help them learn as much English or any other language vocabulary as possible.

Vocabulary is a critical component of language proficiency. According to Farjami and Aidinlou (2013), “learning a foreign or second language at various levels of proficiency requires a high number of words for which the learners make efforts to retain words in their long-term memory” (as cited in Afzal, 2019, p. 85). Because of the huge importance of acquiring vocabulary and for the sake of solving such problems encountered by learners, many language scholars have contributed through the years to bring out strategies that are effective for learning vocabulary.

In this literature review, two scholars are mentioned with a brief explanation of their proposed VLSs. Schmitt (1997) and Nation (2022) addressed this issue by providing their own VLSs classifications. Schmitt’s (1997) classification of VLSs goes into two groups: discovery and consolidation strategies. These are further divided into sub strategies. Nation’s (2022) classification of VLSs includes planning strategies, sources strategies, processes strategies, and skill-in-use strategies.

1.1.5.1. Definition of Vocabulary Learning Strategies. Various authors described and defined VLSs in different ways depending on how they see their nature and function. However, there is no concrete and comprehensive definition for them that all researchers agree upon, just like language learning strategies (Alyami, 2018). One definition offered by Jaikrishnan and Ismail (2021) that is taken from Cameron’s work (2001) says that they are actions that learners take to help themselves understand and recall words. Additionally, Nation (2022) defined VLSs as a tool that is used to boost VL quality. The two definitions above differ in describing VLSs as “actions” and a “tool” but they agree on the point that they involve enhancing VL. According to Nation (2022), it is difficult to find a thorough definition for VLSs, but he emphasised that every strategy requires to:

1. involve choice: that is, there are several strategies to choose from and one choice could be not to use the strategy.
2. be complex: that is, there are several steps to learn.
3. require knowledge and benefit from training.
4. increase the efficiency and effectiveness of vocabulary learning and vocabulary use.
5. allow the learner to operate independently of a teacher (p. 317).

Based on this definition, there are a lot of strategies. Students would choose which strategy to use according to their preferences, goals, etc. A strategy is complex because it contains multiple steps to be followed in order for the student to learn a word using it. A strategy requires knowledge and skill from the learner. Learners not only need to know about the strategy but also have skill in using it. A strategy's primary function is to improve VL and foreign language usage. A strategy's main benefit is to make learners independent and autonomous in their learning.

Another definition that is provided for VLSs assumed that a vocabulary learning strategy (VLS) is:

[K]nowledge about the mechanism (processes, strategies) used in order to learn vocabulary as well as steps or actions taken by students (a) to find out the meaning of unknown words, (b) to retain them in long-term memory, (c) to recall them at will, and (d) to use them in oral or written modes. (Catalán, 2003; as cited in Alyami, 2018, p. 65).

Hence, a VLS, according to the definition above, can be seen as knowing about the ways through which vocabulary can be learned as well as acting to apply these ways for the sake of understanding, remembering, retrieving, and using words in oral and written modes.

1.1.5.2. Schmitt's (1997) Classification of Vocabulary Learning Strategies.

Schmitt (1997) introduced a comprehensive taxonomy of VLSs, which is made up of 58 strategies. The taxonomy is based on Oxford's (1990) classification of language learning strategies. Schmitt adopted four categories of Oxford's classification, including memory, cognitive, metacognitive, and social strategies; then he added a new category which is determination strategies. Schmitt (1997) classified VLSs into two main categories (discovery strategies and consolidation strategies), which are in turn divided into other sub-categories. The discovery strategies include nine types of determination strategies and five types of social strategies. The consolidation strategies involve nine types of cognitive strategies, five types of metacognitive strategies, 27 types of memory strategies, and three types of social strategies. It should be highlighted that social strategies are included in both categories since they can be used for both purposes.

1.1.5.2.1. Discovery Strategies. Discovery strategies are used to determine the meaning of new words that students may encounter during the learning process. These strategies can be helpful to obtain initial information about a new word (Schmitt, 1997). Discovery strategies are grouped into determination and social.

Determination strategies are "used by an individual when faced with discovering a new word's meaning without recourse to another person's expertise" (Schmitt, 1997, p. 205). To say it differently, they are used to get the meaning of unknown words without asking someone else for help. Schmitt (1997) introduced nine types of determination strategies, including analysing parts of speech, analysing affixes and roots, checking for first language cognates, analysing pictures or gestures, guessing the meaning from textual context, and

using a bilingual dictionary, a monolingual dictionary, word lists, and flash cards. It is worth noting that determination strategies may instil in learners a sense of autonomy as they attempt to discover the meaning of ambiguous words by themselves without asking their teachers or peers for assistance.

According to Schmitt (1997), social strategies require asking someone else who knows the meaning of the target word so that this person, who can be a teacher, a classmate, or one of the family members, can provide the learner with assistance. He proposed five types of social strategies: asking the teacher for a first language translation, asking for a paraphrase or synonym of the new word, asking for an example that includes the target word, asking classmates for meaning, and engaging in a group work activity to understand what that new word means.

1.1.5.2.2. Consolidation Strategies. Consolidation strategies involve remembering a word after being introduced to it (Schmitt, 1997). This means that consolidation strategies enable the learners to recall the words when they meet them for the second time. Consolidation strategies are grouped into cognitive, metacognitive, memory, and social.

Schmitt (1997) pointed out that cognitive strategies "include repetition and using mechanical means to study vocabulary" (p. 215). They include nine types of strategies: using verbal or written repetition, using word lists, flash cards, taking notes in class, using the vocabulary section provided in the textbook, listening to tapes of word lists, putting target language labels on physical objects, and keeping a vocabulary notebook. Being aware of these strategies may help learners reach a high level of proficiency in the target language.

Metacognitive strategies are all about monitoring and evaluating the progress of one's learning (Schmitt, 1997). Schmitt (1997) suggested five types of metacognitive strategies, including using target language media (songs, movies, etc.), testing oneself, using spaced word practice, skipping words that may not be needed by the learner, and continuing to study

vocabulary over time. By using metacognitive strategies, learners can develop a holistic understanding of how to build their vocabulary and make plans to enhance it.

Memory strategies, or so-called mnemonics, involve establishing connections between the target words to be learned and existing knowledge (Schmitt, 1997). This can help the learners retain the vocabulary they have learned for a long period of time. Schmitt (1997) introduced 27 types of memory strategies, including the following: Study a word with a pictorial representation of its meaning, image the word's meaning, connect the word to a personal experience, associate the word with its coordinates, connect the word to its synonyms and antonyms, use semantic maps, use 'scales' for gradable adjectives, use the Peg Method, use the Loci Method, group words together to study them, group words together spatially on a page, use new words in sentences, group words together within a storyline, study the spelling of the word, study the sound of the word, say the new word aloud when studying, image the word form, underline the initial letter of the word, use configuration, use the Keyword Method, remember affixes and roots, remember parts of speech, paraphrase the word's meaning, use cognates in study, learn the words of an idiom together, use physical action when learning a word, and use semantic feature grids. One needs to be aware of memory strategies as they facilitate encoding new words into memory.

Social strategies involve interacting with other people to learn new words (Schmitt, 1997). This shows that social interaction can have a great effect on learning vocabulary. As Schmitt (1997) mentioned, there are three types of social strategies, including studying and practicing meaning in a group, a teacher checking students' flash cards or word lists for accuracy, and interacting with native speakers. Overall, learners need to be aware of VLSs, as they can improve their ability to learn and retain vocabulary. It is also worth mentioning that there is no one-size-fits-all VLS that can work with all learners because of the existence of

individual differences and the variety of learning styles. So, learners need to select what best suits them.

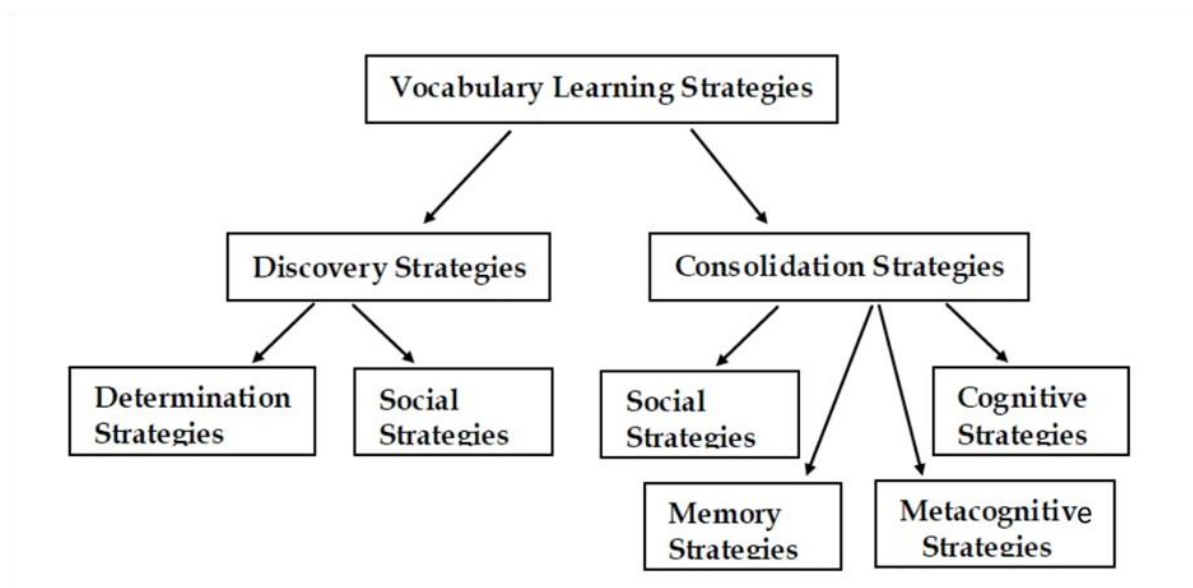


Figure 1: Schmitt's (1997) Classification of VLSs taken from (Tanyer & Ozturk, 2014, p. 38).

1.1.5.3. Nation's (2022) Classification of Vocabulary Learning Strategies. Nation (2022), in his book, brought out a taxonomy of kinds of VLSs that encompasses four general classes of strategies: planning strategies, sources strategies, processes strategies, and skill-in-use strategies. Each class consists of some types of strategies. Each class, with its own strategies, is critical for VL progression.

1.1.5.3.1. Planning Strategies. Planning strategies involve, firstly, the Choosing Words strategy. Learners should find ways to choose which type of vocabulary they need to focus on. Nation (2022) suggested that the best way to select which words to learn and focus on is based on frequency levels and range. According to Nation (2022), deciding whether to focus on high, mid, or low frequency words and whether to focus on general, academic, or technical words is based on learners' own learning needs and goals. So, learners should pay attention to finding ways to choose which type of vocabulary benefits their learning and

provides the best results, as well as where they can find it (Nation, 2022). However, the learning goals can change and be specific, like travel learning goals; as a result, these standards of choosing words can change (Nation, 2022). Choosing aspects of word knowledge to focus on is the second strategy to use in the planning strategies class phase. Aspects of word knowledge encompass word form, meaning, grammatical functions, usage in context, and others. Learners, as Nation (2022) stated, should know about these aspects and select which of them to focus on. Generally, as Nation (2022) noted, the most important aspects to know are word form and its meaning; however, when using a word in speaking and writing is needed, knowing other aspects becomes necessary. The third strategy in the planning strategies phase is choosing strategies. Learners, according to Nation (2022), should try multiple strategies to know which suits them and to build skill in switching from one strategy to another according to its appropriateness. He also stated that when learners choose one strategy, they must be smart in controlling their use of it. The fourth strategy involves planning repetition. Repeated spaced retrieval is one of the most important strategies that allow for retaining words (Nation, 2022). He adds that learners can make plans or schedules, whether using formal or informal ways to plan their repetition of words.

1.1.5.3.2. Sources Strategies. Learners should search for information about words and their knowledge aspects from different sources by themselves. According to Nation (2022), they should be autonomous in their own learning as they should independently look for word meaning from context for example. Sources strategies involve analysing word parts. Prefixes, suffixes and stems are word parts that learners should be aware of for the sake of becoming able to make connections between similar words, surmise unknown words meaning and associating between word form and meaning (Nation, 2022). Using context is included in sources strategies and it means surmising word meaning from its context. Nation (2022) stated that based on Gu and Johnson's work (1996), guessing word meaning can be done

through returning back to previous knowledge about the word as well as through ruminating in sentence structure or surrounding words. Consulting a reference source, which is another strategy, is beneficial for acquiring knowledge about words. Sources can be formal in a written form as well as informal in an oral form (Nation, 2022). Using parallels with other languages, which is the last strategy in sources strategies, implies that learners can learn a new word more easily if that word aspects of knowledge are familiar to learners from their previous knowledge about patterns in the second, first or other languages (Nation, 2022). It implies as well that learners can help themselves by adopting the equivalence hypotheses that suggest that learners can use equivalents, grammatical and semantic, from first language to understand words in target language (Nation, 2022). It also suggests that learners, as beginners, tend to rely on using equivalents too much, but they become more careful about this as they mark progress in the language they learn (Nation, 2022).

1.1.5.3.3. Processes Strategies. According to Nation (2022), this class of strategies is about how to retain words for long periods of time. Here, it is explained that words can be better retained by first noticing them. Learning vocabulary occurs when learners notice the existence of a word and use strategies like writing it in a list of words, writing it several times, or repeating it orally (Nation, 2022). Retrieving is an important step, which surpasses noticing, and it can take the form of using a previously learned word productively or meeting it receptively in different contexts or out of context (Nation, 2022). A previously learned word can be met through the four skills as well, which allows for effective recall and retention (Nation, 2022). The varied meetings and varied use strategy is different from retrieval, which is the process of naturally meeting words. This strategy involves using words or meeting their usage creatively and generatively, and it is very crucial for effective VL (Nation, 2022). The last and most crucial strategy is elaboration. It is associating new aspects of knowledge of a word with already existing information through analysing word parts,

making semantic maps, and others (Nation, 2022). It is also rule-based varied use, which means that it requires generating collocations, new sentences, contexts, and others using the word (Nation, 2022). This improves the quality of processing a word as well as the quality of retaining it (Nation, 2022). Elaborating also transports learners VL from incidental to intentional, which enhances processing quality (Nation, 2022).

1.1.5.3.4. Skill in Use Strategies. As Nation (2022) noted, learners can develop skill in using words through a set of strategies. Firstly, learners need to extensively read, listen to records, watch movies, and engage in interactions where they can obtain comprehensible input. Learners should also know how to productively use information obtained as input so it becomes output (Nation, 2022). According to Nation (2022), to ensure learning quality, secondly, learners should ensure repetition of the same content when learning using the four strands principle. These strands are meaning-focused input, meaning-focused output, language-focused learning, and fluency development, which equally contribute to learning quality (Nation, 2022). To clarify, meaning-focused input involves getting exposed to language with the primary goal of comprehending content rather than focussing on structure and grammar for the purpose of getting the meaning and acquiring vocabulary. Third, as Nation (2022) posited, the time-on-task principle is important as well because spending time on doing something makes one very good at doing it. Nation (2022) agreed with Barcroft (2015) in that "the principle contains the idea that learning a language involves work and that we learn what we focus on" (Nation, 2022, p. 325). So, intentional learning of vocabulary, which comes with practice and spending time and effort on boosting acquisition, brings the best results.

1.1.6. Significance of Vocabulary in Language Learning

Vocabulary is the basic foundation of language. Several researchers emphasised that vocabulary is of paramount importance in language learning. According to Bromley (2002), learning vocabulary has numerous benefits for students at all grade levels. First and foremost, it improves students' understanding of both spoken and written language by a proportion of 80 percent. This is because vocabulary learning makes it easier for students to comprehend the meaning of unfamiliar words and expressions. Moreover, learning vocabulary helps students achieve better results in exams than those who do not work on extending their vocabulary knowledge. In addition, having a large vocabulary contributes to the effectiveness of communication as it enables the learners to understand the intended meaning and to be understood by others. Finally, it shapes students' thinking since words are powerful tools that allow them to analyse and evaluate their written works, for instance.

The importance of VL can be seen in the advice given to learners by Dellar and Hocking (2000): “If you spend most of your time studying grammar, your English will not improve very much. You will see the most improvement if you learn more words and expressions. You can say very little with grammar, but you can say almost anything with words” (p. 22). It means that the key to developing one's language is to focus on enlarging one's vocabulary. The latter would enable learners to use language effectively, as it is one of the fundamental components of communication.

Based on what Nation (2013) explained in his work entitled "Learning Vocabulary in Another Language", Ecke and Rott (2018) stated that “vocabulary acquisition is an indispensable part of second language acquisition (L2). It is crucial in the development of overall language proficiency and sub-skills, such as listening, reading, speaking, and writing” (p. 1). This implies that improving one's foreign language is dependent on building

vocabulary. Also, VL is highly important in the process of developing language skills because it enhances learners' ability to understand and produce the target language.

1.2. Section Two: Use of TikTok Educational videos for Learning English Vocabulary

1.2.1. Using Technology for Educational Purposes

Technology has become an integral part of humans' lives. It has changed the way they perceive the world around them; it has also been used in various fields, and education is no exception. Before the emergence of technology, the exposure of learners to foreign language was limited only to classroom settings; nowadays, with the development of technological tools, learners have more opportunities to work on developing their English language, and it's the same case for teachers, in which the advancement of technology allows them to impart knowledge to students more effectively. Various researchers agreed on the idea that technology can be used for educational purposes and facilitate both teaching and learning processes (Bajrami & Ismaili, 2016; Ghory & Ghafory, 2021; Khan & Emara, 2018).

The use of technology for educational purposes is referred to as educational technology integration (Khan & Emara, 2018). Educational technology changed the idea that implies that knowledge can be acquired only from teachers, and opened the door for a new era in the realm of education. In this day and age, through the use of technology, students can have access to a variety of interesting learning resources. For instance, they may use online libraries, e-books, audiobooks, and video conferencing tools like Zoom and Google Meet. Ghory and Ghafory (2021) highlighted that technology use can boost both collaborative learning and communication skills. To say it differently, students can use technology to learn from others, either by exchanging information with other students from different universities or by following people who present educational content on social media platforms.

Concerning teachers, Bajrami and Ismaili (2016) saw that teachers can make use of educational technology as well; they explain that instructors may incorporate technological tools in their lessons to present audiovisual aids such as educational videos. The latter can help in providing the learners with authentic input that attracts their attention and makes the lesson more interesting for them. Farani (2012) also supported this view; he pointed out that by using technology in the educational process to present multimedia products, the teacher can cater to different learning styles and allow students to grasp what is presented in the manner that best suits each one of them.

All in all, the use of technology in the field of education makes it easier for teachers to deliver knowledge and for learners to understand it.

1.2.2. Brief Overview on TikTok

TikTok is a social media platform that has gained immense popularity among social media users and among youngsters especially. Sixty three percent of TikTok users are aged between 10 and 29 (Picaro, 2023). It is “administered by the Chinese corporation Bytedance” (Fitria, 2023, p. 110). TikTok is a video-sharing social media platform in which users can record short videos of 15 seconds dancing, acting or lip-syncing to music or other users’ videos (Picaro, 2023). TikTok videos can also be 60 seconds and they lately became expanded for up to three minutes (Picaro, 2023). Users, which are content creators, can add to their videos sound effects, snippets and music from the library of the application (Picaro, 2023), making them more attractive. Users can watch, download, save, and engage with the videos they watch using hearts. TikTok interface is simple as users only need to swipe up to the next video and they can just tap on the middle of the video to pause if they want to stop the video from playing. TikTok videos are algorithm driven since the videos that would appear in the interface of the application are driven based on users’ interests and this is what

makes it different from other social media platforms (Bhandari & Bimo, 2022). This application is used and popular mostly for its fun and entertaining content but it can be a good tool for business, marketing and education as well (Geysler, 2024b). TikTok contains quality videos that consist of educational, inspirational, motivational, and entertainment content (Yusoff & Mohd.Roffe, 2023). According to Yusoff and Mohd.Roffe (2023), quality content videos in TikTok these days are contributing to providing very useful information as students and other users are learning fruitful information in very attractive ways making everyone amazed and focused in watching the videos.

1.2.3. Key Features of TikTok

In order for a given social media platform to be popular among people, it should have certain key features that distinguish it from the other platforms. TikTok has a variety of notable features, including video recording and uploading, music and sound effects, live video streaming, duets, and video reply.

1.2.3.1. Video Recording and Uploading. TikTok allows its users either to record videos directly on the application or to upload them from the camera roll. Moreover, they can edit those videos by using a variety of editing tools available on the application. This diversity gives them more freedom to be creative (Geysler, 2024b).

1.2.3.2. Music and Sound Effects. The application includes a wide range of trendy and famous songs that can be used as background music for the videos in addition to sound effects (Geysler, 2024b). This feature can catch the viewers' attention and help users in presenting attractive content.

1.2.3.3. Live Video Streaming. Live video streaming allows video creators to interact with their followers in real-time (Geysler, 2024b). During live streams, the followers can ask

questions and share their ideas with the video creator, which makes using TikTok a more interactive experience for both of them.

1.2.3.4. Duets. In duets, two videos are shown alongside each other on a split screen and play at the same time (Geyser, 2024a). Duets help TikTok users create content together, which fosters collaboration and creativity.

1.2.3.5. Video Reply. This feature allows video creators to share videos in which they reply to their followers' comments. The comment will appear as an overlay on the video. Video reply makes it easy for content creators to answer questions and give detailed explanations based on the followers' requests (Geyser, 2024b).

1.2.4. Theories of Using Videos in Learning

Shedding light on the theories that support the use of videos in learning can contribute to understanding how the use of those videos helps students learn and expand their vocabulary knowledge. Two theories are going to be discussed in the following lines namely, social learning theory and dual coding theory.

1.2.4.1. Social Learning Theory. Social learning theory is a learning theory founded by Albert Bandura (1977); which highlights the idea that acquiring knowledge or a given behaviour occurs when we observe and watch others' behaviours (Nabavi & Bijandi, 2011). This theory has three learning stages: Observation, Imitation, and Modeling. The first stage is the most important one as the second and third stages are not reached unless observation occurs (Nabavi & Bijandi, 2011). As the focus is on using videos for learning, observational learning is the fundamental concept meant to be dealt with. According to observational learning prospect, learning takes place by imitating the observed behaviour that can take the form of three different examples of models: a live model, in which a real person acts out a given behaviour, a verbal model in which a person explains a given behaviour, and lastly a symbolic model that entails showing a given behaviour by actual or not actual characters in

online media, television, or others (Bouchrika, 2024). In addition, the social learning theory features are applicable on social media platforms as learners can effectively learn when they interact, share ideas and observe others in a social context like the one provided in YouTube (Bouchrika, 2024). So, it is clearly stated that through videos, learners can learn when they observe a person physically acting a skill, and after that imitate that skill until they craft it on their own (Bouchrika, 2024). All in all, as learning vocabulary is part of learning English which in turn is part of general learning, it is clear that learners can better learn through watching videos in which vocabulary content is presented by modelers.

1.2.4.2. Dual Coding Theory. Dual coding theory suggests that the brain processes information from the environment by using two independent but interconnected mental systems, namely verbal and non-verbal. The verbal system deals with language processing and representation. It means it is all about processing linguistic information, such as words, whereas the non-verbal system is responsible for processing and representing non-linguistic objects and events, like images (Moody et al., 2018). In addition, "although the two systems operate independently, dual-coding proposes that the interconnections between the verbal and nonverbal systems trigger activity in one another to help build a coherent mental representation of a specific stimuli or learning experience" (Wong & Samudra, 2019, p. 6). To say it differently, both systems support each other to form a thorough understanding of the word.

Furthermore, this theory posits that the combination of both verbal and nonverbal systems can help learners learn more effectively than when they use only one system (Kanellopoulou et al., 2019). This makes it crystal clear that, as video combines both verbal and non-verbal systems, it can help in the process of learning vocabulary.

Kanellopoulou et al. (2019) relied in their research on Paivio's (1991) explanation of dual coding theory, and they pointed out that by using videos in learning vocabulary, students can connect the new words with the sounds or images presented in the video, which results in better retention of the words.

1.2.5. Impact of Visual and Multimedia Elements in TikTok Videos on Vocabulary Learning

Text, image, music, and video are examples of TikTok's multimedia features. Alghameeti (2022), stated in his article that TikTok impacts vocabulary learning and retention because of the visual and multimedia elements existing in its videos. According to Alghameeti (2022), learners can benefit their learning of vocabulary from watching TikTok videos that actually contain English songs with lyrics, or movies scenes videos that contain subtitles. He stated that they can mimic the videos, listen to pronunciation, and read words, which aids to easily grasp vocabulary. He also stated that by imitating sounds in videos, they can broaden their vocabulary in a joyful way. Learners are drawn to seeing TikTok videos and building new vocabulary owing to all these features in the application.

1.2.6. Use of TikTok Educational Videos in Learning English Vocabulary

TikTok educational videos can be considered as a powerful tool that can help learners who are looking for interesting and creative ways to learn English vocabulary. The use of TikTok videos in learning English vocabulary has captured the attention of researchers in the field of education since the emergence of the TikTok application.

Cahyono and Perdhani (2023) highlighted that TikTok videos can be used to help learners improve their English vocabulary. They explained that TikTok videos allow learners to gain new vocabulary in a variety of ways, including interacting with content creators through the comments section, participating in TikTok challenges that have a vocabulary

focus as it allows them to practice the vocabulary learned in an interactive way, and collaborating with other users to create vocabulary videos since by this way they can express themselves using the vocabulary that they have learned before.

Cahyono and Perdhani (2023) pointed out that learners can look for content related to vocabulary just by using hashtags or following TikTok accounts that focus on teaching English vocabulary, and by doing so, they can easily find what they are looking for.

Alghameeti (2022) similarly confirmed that TikTok videos can be used to learn new English vocabulary. The latter stated that learners can easily grasp vocabulary by paying attention to the new words presented in the video and listening to their pronunciation. In the same vein, Mayer (2002) found that students can learn better when audio and visual elements are presented simultaneously. This is because students can listen to how words are pronounced and, at the same time, see visual representations of those words.

Sari et al. (2023) encouraged the use of TikTok videos in learning English vocabulary and made it clear that students can have a good command of vocabulary if they use TikTok videos. They stated that there is a lot of vocabulary that students can learn from those videos, especially when the content is attractive and well-explained. This will help students understand and retain the information for a long period of time. It is worth noting that students need to practice what they learned from TikTok videos so that they can understand how to use those new words effectively in real-life settings.

1.2.7. Potential Benefits of TikTok Educational Videos in Learning English Vocabulary

TikTok, which is one of the most popular social media platforms, can strongly be beneficial for learning vocabulary in several ways. The “Explore” feature existing in TikTok that allows exploring trendy topics keeps students updated, focused, and curious for learning new trendy words that are usually slang words (Fauziah, 2023). Additionally, social media language is full of slang, so students can be exposed to new slang words through this feature

existing in TikTok. Furthermore, Students do not become exposed to words in isolation, but they become aware of their usage in their appropriate context thanks to these different trendy topics (Fauziah, 2023). That is, learning from context is one of the strategies that support vocabulary learning and retention (Nation, 2022), and TikTok can be a source for learning words in context. Additionally, Fauziah (2023) stated that based on what Mulyani (2019) believed, TikTok serves as a learning environment that allows students to learn vocabulary outside the classroom with neither time nor place limits. Moreover, students can find and follow English teaching accounts that are owned by native teachers who teach daily use words with their pronunciation which enables them to mimic and acquire pronunciation of words as well. Furthermore, Simanungkalit and Katemba (2023) insisted in their study that one benefit of TikTok on learning vocabulary is that students can learn with fun and with no stress, which results in more effective learning. Also, Abhi Rama et al. (2023) stated that learning vocabulary can occur subconsciously when learners watch popular movies in TikTok. So, they will gain useful information about vocabulary incidentally. Incidental learning is a kind of language and vocabulary learning (Nation, 2022). Multiple studies relevant to media learning have found that learners cannot keep focused for more than six minutes and that as a result longer topics should be divided into shorter than six minutes (Simanungkalit & Katemba, 2023).

TikTok is, therefore, a beneficial tool for learning vocabulary because its short and only fifty-second videos are perfect in considering the attention span of learners (Xiuwen & Razali, 2021). Last but not least, it is satisfying to mention that TikTok allows for personalized learning because it shows videos and vocabulary materials “based on users’ interests, which are derived from their likes and searches” (Abhi Rama et al., 2023, p. 17084).

1.2.8. Drawbacks of Using TikTok for Educational Purposes

Despite having many advantages, there are also some drawbacks of using TikTok for educational purposes that have been proposed by several researchers. Simanungkalit and Katemba (2023) stated that the application does not always recommend educational content for students. Entertaining content may appear, and this can easily distract them. As it is known, the application was primarily created for entertainment purposes. That's why, in one way or another, students would be exposed to such content. Maretha and Anggoro (2022) pointed out that the content provided on TikTok cannot always be credible, as anyone from any background can share and present educational content. So, students need to be critical thinkers and select what they see as credible; in addition, they have to check the information presented in those videos.

Moreover, while using the application, there would be limited social interaction since the students are disconnected from the outside world (Simanungkalit & Katemba, 2023). This can affect their communication skills negatively.

Simanungkalit and Katemba (2023) highlighted that by using TikTok for educational purposes, students will spend most of their time on their smartphones, which can harm their eyes and brains because of the radiation. It may lead to addiction as well.

In order to minimize the drawbacks of TikTok, students need to be aware of how to use it wisely by organizing the time spent on the application and carefully selecting the content that they want to follow; otherwise, they will lose most of their time for nothing.

1.2.9. Students' Perceptions about the Use of TikTok Educational Videos for Learning English Vocabulary

As the current research is all about perception, it is important to shed light on this concept.

1.2.9.1. Definition of Perception. To perceive, according to Merriam-Webster (n. d), means a: “to attain awareness or understanding of” b: “to regard as being such”. From this meaning provided in the dictionary, it can be understood that how one perceives something means one’s impression about something. According to Dwinata (2017), “perception is the way we try to understand the world around us” (p. 72). Based on this quote, it is the way one tries to interpret events or objects. Perception is one’s own interpretation of anything in the world; therefore, it is considered as subjective, which means it might not exactly reflect fact and reality (Dwinata, 2017).

Wang (2007) provided, in his article, a psychological biased definition and states that “perception is a set of internal sensational cognitive processes of the brain at the subconscious cognitive function layer that detects, relates, interprets and searches internal cognitive information in the mind” (as cited in Dwinata, 2017, p. 73). So, it means one’s receiving of information through the sight, hear, taste, smell, touch, and feel senses from the world into the mind and making it into something meaningful to know how to interact with the world.

1.2.9.2. Learners' Perceptions about the Use of TikTok Educational Videos for Learning English Vocabulary. Being acquainted with learners’ perceptions about the use of TikTok videos for English vocabulary learning is very important for gaining comprehension about the potential pros and cons of using the platform as an educational tool, as well as informing teachers and curriculum designers about new potential ways of teaching that are easier and may align with the learners’ ways of learning.

1.2.10. Technology Acceptance Model

Technology, like information and communication technology, has proven for years its satisfactory role in serving humans and facilitating the living, work, and research conditions. It was actually relied on in almost every field, and education is one example. Therefore, the technology acceptance model (TAM) was first developed due to the need for a measurement framework that predicts the acceptance of new technologies by users in various fields.

1.2.10.1. Definition of and a Brief Review on Technology Acceptance Model.

TAM is a technology assessment framework that predicts users' acceptance and adoption of new technologies in their fields based on five variables which are perceived usefulness, perceived ease of use, attitude toward using, behavioural intention to use, and actual use (See figure 2).

Abdullah et al. (2023) believed that it “is recognized as one of the most successful models in the field of technology acceptance and has become popular among researchers” (p. 448). It was first developed, with its first version that consists of the five variables mentioned above, by Davis (1989). He adapted it from the Theory of Reasoned Action of Martin Fishbein and Icek Ajzen in 1975 (Putra, 2018). The TAM has also been used to investigate learning technology acceptance in the field of language learning and teaching, especially mobile learning technology (Putra, 2018). Abdullah et al. (2023) as well insisted that TAM was used in their study because of “its reliability in facilitating the evaluation of various learning technologies, particularly the use of social media in the digital or E-learning environment” (p, 448).

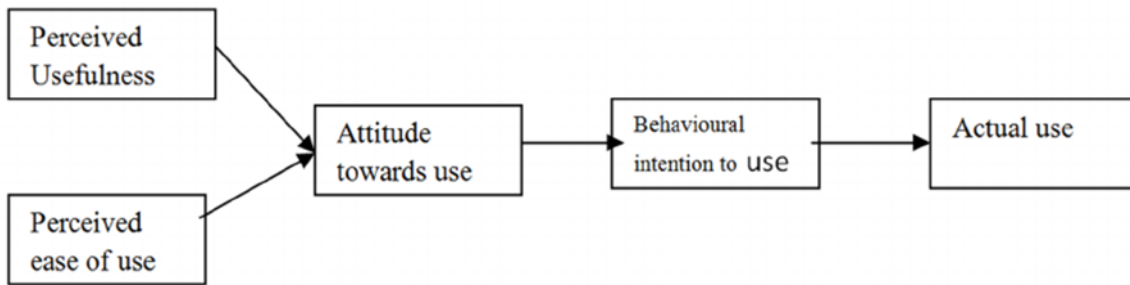


Figure 2: The original technology acceptance model TAM (Davis, 1989) taken from (Adeyinka, 2014, p. 50)

In the current study, the two main variables of TAM will be relied on which are perceived usefulness and perceived ease of use. They are the fundamental determinants of users' acceptance of a technology according to the TAM model proposed by Davis. Putra (2018) stated in his article that Davis has proposed scale items to assess each. Perceived usefulness is captured by items named work more quickly, job performance, increase productivity, effectiveness, makes job easier, and useful. Besides, perceived ease of use is captured by items named easy to learn, controllable, clear and understandable, flexible, easy to become skilled, and easy to use (Putra, 2018). Using these two variables of the model is very useful because they assist in determining whether students perceive TikTok educational videos as useful for learning English vocabulary. They are also crucial in determining whether students would accept TikTok videos as a tool for learning vocabulary based on the results of their perceptions.

Conclusion

To sum up everything that has been stated so far, this chapter has dealt with the theoretical issues of the research topic that is in essence about students' perceptions towards the use of TikTok educational videos for vocabulary learning. It is important to understand that vocabulary is the most crucial aspect in learning the English language, and that many

researchers have concerned themselves with building vocabulary learning theories, and searching for methods and strategies that can transform the vocabulary learning process into a more effective one. In addition, understanding that vocabulary knowledge is divided into receptive and productive is significant to understand that receptive vocabulary turns into productive by constant use and retrieval. Learning vocabulary can be intentional as it can be incidental. In fact, both approaches are necessary and complementary. So, combining both ways of learning brings the best vocabulary learning results. Different vocabulary learning strategies are set out as well for learners to work with. Meanwhile, with technological development, more contemporary and innovative methods are appearing and being trends among learners. These days, learners use technological learning tools in addition to traditional ones. As educational content becomes all around social media platforms, and TikTok is no exception, learners become more attracted and eager to learn English vocabulary from the content presented on these platforms. As TikTok has stolen the lights of popularity among users of Social media platforms in the last years, researchers are attempting to explore its videos' educational content, its multimedia impact on learners' learning improvement, and its pros and cons. TAM is a good model for assessing technological learning tools that has become popular and reliable among researchers, and that can measure learners' acceptance of TikTok educational videos from their perceptions about these videos. Based on this, pedagogical decisions will be taken.

Chapter Two: Fieldwork

Introduction

Unlike the first chapter, which provides a theoretical framework for the topic under study, the present chapter is devoted to the fieldwork that is conducted to collect the data required to answer the research questions and attain the aims of the study. It seeks to identify students' perceptions about the usefulness and ease of use of TikTok educational videos for VL, as well as their overall acceptance of using this kind of videos for VL.

The current chapter accounts for the sample of the study to which the questionnaire is administered. More importantly, it focuses on the presentation, analysis, and interpretation of data obtained from the questionnaire, and the discussion of the major findings. Moreover, it highlights the limitations of the study in addition to providing a set of recommendations and suggestions for learners, teachers, and future researchers based on the analysis and interpretation of the obtained results.

2.1. Sample of the Study

As first-year students are still new to university and learning English, they need to work on their level in the English language, mainly in vocabulary. That is why, they are still enthusiastic to find out certain ways that can assist them in this, and TikTok educational videos can be a way of doing so. As a result, a random sample of 70 first-year students of English at AbdElhafid Boussouf Mila University Centre is gathered to represent a target population of 239 students in total.

2.2. Description of Students' Questionnaire

The present questionnaire tends to meet the aim of the study, which is to identify how students perceive the use of TikTok educational videos in terms of learning vocabulary. The respondents are informed of the purpose behind administering the questionnaire, as well as the significance of their participation in this study. The questionnaire is made up of 20 questions, in addition to one space allocated for further comments and suggestions. All these are categorised into four sections. The first section contains six questions in total. Five of them are closed-ended, and they are grouped into three dichotomous (or yes/no) questions and two multiple-choice questions. Aside from that, one of them is a yes-or-no semi-structured question. This section aims at collecting some background information about students' acquaintance with the TikTok application and vocabulary, as well as their preferred ways of learning vocabulary. The second section contains five three-point scale items. It seeks to determine the extent to which students regard the use of TikTok educational videos as easy for learning vocabulary. The third section includes seven three-point scale items. It tends to determine the extent to which students perceive TikTok educational videos as useful for learning vocabulary. At the end of the questionnaire, one space is left for further suggestions and comments that can be given by the students on the topic. This space is in the fourth section.

It is worth noting that the questionnaire was designed based on the two fundamental variables of the TAM model, namely perceived usefulness and perceived ease of use, which have been fully explained in the theoretical chapter as being the framework upon which the study is established.

2.3. Analysis and Interpretation of the Students' Questionnaire

The analysis of the questionnaire allows for obtaining a comprehensive understanding of the data collected from first-year English students at AbdElhafid Boussouf Mila University Centre. By analysing students' answers, invaluable insights can be gained about their perceptions towards the use of TikTok educational videos in learning English vocabulary. In the following lines, a thorough analysis and interpretation of the four sections of the students' questionnaire is presented.

Section One: Background Information

1. Do you see vocabulary learning as a key aspect to developing one's English language?

Table 1: *The Students' Answers Regarding the Importance of Vocabulary Development*

Statement	Frequency	Percentage%
Yes	63	90
No	7	10
Total	70	100

The first question attempted to explore how the students view the significance of VL in the process of improving their English language. The vast majority of learners (90%) stated that VL is of paramount importance in developing one's English language. On the contrary, 10% of them declared that VL is not among their interests. This shows that most of the students are aware of the importance of vocabulary in the process of language development.

-Justify your answer, please

In this follow up question, the students were required to justify their answers concerning the significance of vocabulary in language learning. It is worth mentioning that only forty-eight participants justified their answers, while twenty-two of them did not provide any justifications. First and foremost, the vast majority of participants insisted that learning vocabulary is worthwhile. Most of them highlighted its significance in terms of the following points:

- Vocabulary plays an important role in the overall development of the English language;
- Vocabulary contributes to language skills development;
- Vocabulary improves learners' communication skills.

A considerable number of the participants emphasized that having a rich vocabulary increases fluency, while a few of them justified their claims by stating different reasons. For instance, one participant justified this by stating that having rich vocabulary enhances critical thinking and allows for cultural understanding. Another one insisted that having a lot of vocabulary helps learners to be more accurate in their word choice. Moreover, two students declared that vocabulary enhances the learning process, and two others noted that it is significant for reading comprehension. Concerning those who chose the (no) option, only one student provided an explanation, stating that "grammar is the raw material of language," not vocabulary. It is pleasing that most participants are aware of the importance of VL in developing the English language.

2. Do you actually look for ways to expand your vocabulary knowledge?

Table 2: *The Students' Answers concerning Searching for Ways to Expand their Vocabulary knowledge*

Statement	Frequency	Percentage%
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Yes	68	97.1
No	2	2.9
Total	70	100

This question was designed to gain answers about whether the students actually look for ways to expand their vocabulary knowledge. As shown in Table 3, sixty-eight (97.1%) respondents said they are looking for ways to expand their vocabulary knowledge, whereas only two (2.9%) said they are not. This indicates their perseverance and concern about their vocabulary learning.

3. If yes, which one from the following do you use?

Table 3: *The Students' Ways of Learning English Vocabulary*

Statement	Frequency	Percentage%
Reading books	23	25.6
Using the dictionary	13	14.4
Using social media	42	46.7
others	10	13.3
Total	68	/

This question was for the respondents who selected yes in the previous question. That is why the total number of the students concerned with it is sixty-eight instead of seventy. It aims to find out what the learners' preferred ways of learning English vocabulary are. Twenty-three students (25.6%) rely on reading books in order to develop their vocabulary,

whereas thirteen of them (14.4%) use dictionaries for the aforementioned purpose. In addition, there are forty-two students (46.7%) who prefer using social media, and ten (13.3%) of them declared that they use other ways to expand their vocabulary. So, the students use different ways that are traditional and modern. Meanwhile, it is noticed that most students utilize social media to learn vocabulary. This might go to their inclination to use these platforms every day.

4. Are you a TikTok user?

Table 4: *The Students' Answers about their Use of TikTok*

Statement	Frequency	Percentage%
Yes	63	90
No	7	10
Total	70	100

As it is portrayed in table 4, sixty-three (90%) of the participants answered with (yes) to whether they use the TikTok application, while only seven of them (10%) answered with a (no) to the question. So, most of the students actually use the application. These findings could aid in determining participants' familiarity with TikTok videos as well as the validity of their answers to the upcoming questions.

5. What do you use TikTok for?

Table 5: *The Students' Uses of TikTok*

Statement	Frequency	Percentage%
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For educational / language learning purposes	6	8.6
For fun	10	14.3
Both	44	62.9
Others	10	14.3
Total	70	100

This question attempted to identify the purposes behind using the TikTok application by the students. As it is shown, six students (8.6%) mentioned that they use the application for educational language learning purposes; ten of them (14.3%) use it for entertainment purposes, and forty-four of them (62.9%) use it for both of the previously mentioned purposes. Ten (14.3%) students stated that they use TikTok for other purposes. This indicates that more than half of the respondents combine both having fun and learning while using the application. Combining the percentages of those who use the application for study and those who use it for both study and fun, it is found out that the majority of students do actually learn from it.

6. Do you use TikTok educational videos to improve your English vocabulary?

Table 6: *The Students' Answers about Using TikTok Educational Videos to Improve their English Vocabulary*

Statement	Frequency	Percentage%
Yes	59	84.3

No	11	15.7
Total	70	100

This question was suggested for the sake of identifying whether students use TikTok to learn vocabulary. As shown in Table 7, fifty-nine (84.3%) of the respondents declared that they use TikTok educational videos for VL. In contrast, eleven of them (15.7%) do not. Since the majority use TikTok to learn vocabulary, they must have experience and acquaintance with its videos and content, which contributes to the quality and validity of their answers to the upcoming questions dedicated to the usefulness and ease of use of TikTok educational videos for VL.

Section Two: Students' Perceptions about the Ease of Use of TikTok Educational Videos in Learning English Vocabulary

7. The nature of the TikTok application allows me to access English content anytime and anywhere.

Table 7: *The Students' Agreement on the Flexibility of Accessing English Content in TikTok*

Statement	Frequency	Percentage%
Agree	50	71.4
Neutral	16	22.9
Disagree	4	5.7
Total	70	100

This statement was designed to gather data about students' agreement or disagreement with the idea that TikTok English content is accessible anytime and anywhere. As illustrated in table 9, fifty (71.4%) of the respondents showed their agreement with the statement. Sixteen (22.9%) of them preferred staying neutral towards the idea but only four (5.7%) respondents disagree with it. Since the majority of the respondents agreed with the idea, this clearly indicates the flexibility of using the application for learning English vocabulary.

8. Using TikTok educational videos to learn English vocabulary is much easier than other social media platforms.

Table 8: *The Students' Agreement on the Easiness of Using TikTok Educational Videos Compared to Using other Social Media for VL*

Statement	Frequency	Percentage%
Agree	35	50
Neutral	26	37.1
Disagree	9	12.9
Total	70	100

According to the data in table 8, thirty-five students (50%) agreed that using TikTok educational videos to learn vocabulary is much easier than using other social media platforms. At the same time, twenty-six (37.1%) participants showed a neutral point of view about that statement. This can be due to their belief that no platform is easier to use than another. However, only nine of them (12.9%) expressed disagreement with that idea, stating that the application videos are not, in fact, that easy. Since no more than half of the

participants hold a positive perception of the aforementioned idea, it can be said that TikTok videos are easy to learn from, but not, in fact, easier than other social media platforms.

9. I only need to follow English accounts on TikTok, and I find all of my TikTok account full of English videos whenever I scroll.

Table 9: *The Students' Agreement on the Controllability of TikTok Usage*

Statement	Frequency	Percentage%
Agree	47	70
Neutral	16	22.9
Disagree	5	7.1
Total	70	100

Based on the data displayed in Table 9, forty-seven of the respondents (70%) agreed on the idea that TikTok usage is controllable, as they agree with the statement that says, "I only need to follow English accounts on TikTok, and I find all of my TikTok account full of English videos whenever I scroll". Sixteen (22.9%) respondents were neutral towards the idea, and five (7.1%) participants disagreed with it. The data clearly indicate the controllability of using the application for VL, as the majority of the students showed their agreement with the statement.

10. I find that TikTok educational videos are clear, short, and to the point.

Table 10: *The Students' Agreement on the Understandability of TikTok Educational Videos*

Statement	Frequency	Percentage%
Agree	58	82.9
Neutral	10	14.3
Disagree	2	2.9
Total	70	100

The data displayed in table 10 revealed that the majority of the participants, a total of fifty-eight students (82.9%), agreed that TikTok educational videos are clear, short, and direct to the point, whereas ten of them (14.3%) hold a neutral viewpoint towards that idea, and two of them (2.9%) expressed their disagreement with it. According to the data gathered, the understandability of TikTok educational videos can be ensured because the vast majority of the informants agreed with the statement.

11. The simple algorithm of TikTok allows me to easily become skilled in using it for learning English vocabulary.

Table 11: *The Students' Agreement on the Easiness of Becoming Skilled in Using TikTok for Learning English Vocabulary*

Statement	Frequency	Percentage%
Agree	51	72.9
Neutral	16	22.9
Disagree	3	4.3

Total	70	100
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The collected data clearly portrayed in Table 11 indicated that fifty-one of the respondents (72.9%) agreed with the idea that it is easy to become skilled in using TikTok for vocabulary learning. Sixteen of the respondents (22.9%) had a neutral view towards the idea, while only three (4.3%) disagreed with it. From the majority of the participants holding agreement on the statement, it can be guaranteed that it is actually simple to become skilled at using TikTok for the purpose of learning vocabulary thanks to its simple design.

Section Three: Students' Perceptions about the Usefulness of TikTok Educational Videos in Learning English Vocabulary

12. TikTok content is almost all in English; which makes watching it helps me produce more appropriate words when speaking English.

Table 12: *The Students' Agreement on the Increased Capacity to Produce Appropriate Words from Watching TikTok English Videos*

Statement	Frequency	Percentage%
Agree	54	77.1
Neutral	14	20
Disagree	2	2.9
Total	70	100

This question shed light on the idea that TikTok English content's wide availability helps those who watch it speak using appropriate English vocabulary. Most informants, with a total of fifty-four students (77.1%), showed their agreement regarding that idea. Conversely, fourteen (20%) of them preferred to remain neutral, and two of them (2.9%) expressed their disagreement with the statement. The results make it easy to tell that learners can produce appropriate vocabulary thanks to watching English content videos on TikTok.

13. Watching English TikTok videos helped me understand the appropriate usage of words.

Table 13: *The Students' Agreement on the Fact that Watching TikTok Videos Helped them in Understanding the Appropriate Usage of Words*

Statement	Frequency	Percentage%
Agree	57	81.4
Neutral	11	15.7
Disagree	2	2.9
Total	70	100

The data presented in Table 13 showed whether the respondents agree or disagree with the fact that watching TikTok videos already helped them understand the appropriate usage of words. Well, fifty-seven (81.4%) of the respondents agreed with the statement. Eleven of them (15.7%) chose to keep a neutral standpoint towards the idea, and the other two respondents (2.9%) disagreed with it. Hence, the vast majority of students declared that

they cannot only recognise words and get their meaning but also understand their usage from watching these videos.

14. I find watching and sharing TikTok educational videos with friends useful in increasing my word budget.

Table 14: *The Students' Agreement on the Usefulness of Watching and Sharing TikTok Educational Videos in Increasing their Word Budget*

Statement	Frequency	Percentage%
Agree	55	78.6
Neutral	11	15.7
Disagree	4	5.7
Total	70	100

This question attempted to determine whether the students agree that watching and sharing TikTok educational videos with friends is useful for expanding one's vocabulary knowledge or not. On the one hand, fifty-five respondents (78.6%) revealed their agreement with that statement. On the other hand, eleven students (15.7%) showed a neutral point of view, and four of them (5.7%) disagreed with the statement. The results suggest that TikTok educational videos are useful for vocabulary learning thanks to the social learning features they provide.

15. I find that text overlays provided in TikTok educational videos are effective for gaining new English vocabulary.

Table 15: *The Students' Agreement on the Effectiveness of Text Overlays in TikTok Educational Videos in Gaining New English Vocabulary*

Statement	Frequency	Percentage%
Agree	52	74.3
Neutral	16	22.9
Disagree	2	2.9
Total	70	100

This item attempted to gather data about the participants' agreement or disagreement with the effectiveness of text overlays that exist in TikTok educational videos in helping students gain new vocabulary. To start with, the data displayed in table 17 clearly indicate that fifty-two (74.3%) of the total of respondents agreed with this idea, while only two (2.9%) disagreed with it. In addition, sixteen of them (22.9%) chose to hold a neutral standpoint towards the idea. This could be due to their limited experience with such stuff. Based on participants' declarations, it becomes obvious that text overlays in this kind of videos are helpful and effective for the aforementioned purpose, since the majority of them agreed with the statement.

16. The existence of music and sound effects in TikTok educational videos helps me learn English vocabulary more effectively.

Table 16: *The Students' Agreement on the Effectiveness of Sound Effects in TikTok Educational Videos in Learning English Vocabulary*

Statement	Frequency	Percentage%
Agree	50	71.4
Neutral	10	14.3
Disagree	10	14.3
Total	70	100

Table 16 displayed data collected regarding the students' agreement with the effectiveness of music and sound effects in TikTok educational videos. Most of the respondents (71.4%) agreed that the existence of sound effects allows them to learn vocabulary more effectively, while ten of them (14.3%) hold a neutral viewpoint towards that. The rest of the participants, who are also ten students (14.3%), chose to disagree with that idea. It could be understood then that the majority of them learn vocabulary more effectively with the existence of these sound effects.

17. I quickly learn everyday-life words when I engage in watching TikTok trends, challenges, and lifestyle videos in English.

Table 17: *The Students' Agreement on the Ability to Quickly Learn Everyday-Life Words from Watching Trendy Stuff in TikTok*

Statement	Frequency	Percentage%
Agree	56	80
Neutral	10	14.3

Disagree	4	5.7
Total	70	100

This item attempted to collect data about the participants' agreement or disagreement with the idea that they can quickly learn everyday-life words from watching trendy stuff in TikTok videos. As it can be observed from Table 19, fifty-six participants (80%) chose to agree with the statement, while only four (5.7%) disagreed. The other ten participants (14.3%) maintained a neutral viewpoint. This is happening again, perhaps because of their limited experience with this kind of videos. So, based on participants' declarations, the majority of them do learn everyday-life words from this type of videos in the application.

18. The use of short role plays in TikTok English teaching videos is useful for understanding word meaning.

Table 18: *The Students' Agreement on Short Role Plays' Usefulness in Understanding Word*

Meaning

Statement	Frequency	Percentage%
Agree	55	78.6
Neutral	11	15.7
Disagree	4	5.7
Total	70	100

Table 18 shows that fifty-five informants (78.6%) agreed that using short role plays in English teaching videos is useful for understanding word meaning. However, eleven students (15.7%) preferred to express a neutral point of view regarding the use of those short role plays, and four of them (5.7%) disagreed with using them at all. According to the participants' declarations, it can be understood that most students find this type of videos that contain role plays useful for understanding word meaning.

Section Four: Further Comments and Suggestions

❖ Please add any comments or suggestions you see relevant to the topic.

In the space dedicated for further comments and suggestions, half of the participants gave their viewpoints regarding the topic. Their answers can be grouped into three categories: Areas of support, areas of objection, and suggestions. Concerning areas of support, students agreed on the usefulness of using TikTok in VL due to the following:

- Sound effects efficiency in the retention of the presented vocabulary;
- Creativity of TikTok content in comparison to the classical teaching methods used in academic settings;
- Diversity and authenticity of the presented content;
- The combination between both usefulness and enjoyment at the same time;
- The easiness of learning from the application's videos compared to using other ways;
- The existence of movies' scenes in the application;

All these are assumed by the participants to be reasons for the usefulness of TikTok educational videos for VL.

Moving on to areas of objection, the respondents agreed on the following points when it comes to opposing the use of TikTok in learning vocabulary:

- Overusing the application wastes time and leads to addiction;
- The frivolity spread all over the application distracts learners from their main purpose which is learning vocabulary.

A small number of them rejected the use of TikTok videos for vocabulary learning without providing any convincing clarifications, and preferred using other ways such as American and British series.

Drawing it to a close, a considerable number of the students provided certain suggestions concerning TikTok and vocabulary learning, which are summarized in the following points:

- Learners need to use the application with caution, and to be critical thinkers when it comes to the reliability of the presented content;
- TikTok videos must not replace academic instruction. Thus, it would be better to align using it with other learning resources such as textbooks, dictionaries, etc;
- Other social media platforms like Youtube, Instagram, Facebook, and other resources such as mobile applications, movies, cooking programs, funny shows, and gaming are assumed by students to be useful in addition to TikTok videos for incidental vocabulary learning;
- Learners need to follow only accounts that present educational content to avoid being exposed to any distracting kinds of videos whether in TikTok or other social media platforms.

2.4. Discussion of the Findings

The analysis of the questionnaire allowed for obtaining valuable insights regarding students' perceptions towards the ease of use, and the usefulness of TikTok educational

videos in learning English vocabulary, in addition to their overall acceptance of using such videos for VL.

The results obtained from the analysis of the introductory questions in section one revealed that the students are aware of the paramount importance of vocabulary in the overall process of language learning, and that they are concerned about learning vocabulary. Moreover, they are attempting to find ways that might help them improve themselves in terms of this side. In addition, it uncovered the fact that they regularly use social media, mainly TikTok videos, to learn vocabulary, which reflects their acquaintance and familiarity with the application. Overall, the students' familiarity with TikTok videos plays a major role in shaping their perceptions of the ease of use and usefulness of these videos in terms of learning vocabulary.

The analysis of the second section provides an answer to the first research question, which is set out to identify how students perceive the ease of using TikTok educational videos in learning English vocabulary. According to the results of the questionnaire, the students find it easy and not complex at all to use this kind of videos for the sake of learning vocabulary as they find it understandable, controllable, flexible, easy to become skilled in using it, and easy to use, but just not easier than other social media platforms. To clarify further, the students find TikTok videos understandable because the presented English vocabulary content is clear and directly addresses the point. This may go to the application features that allow content creators to create more friendly content. Moreover, students find it easy to control the type of content that appears to them in the interface of their accounts. So, they can easily watch videos containing English vocabulary without constantly searching for them. In addition to what is understood from the results, the flexibility, the ease of becoming skilled in using, and the ease of use of the application allows learners to learn vocabulary effortlessly. Because learners have access to it whenever and wherever they want, and can

deal with it without having to be that proficient in technology, they may become more comfortable in using it for VL. It is known that the easiness of a given technological tool increases its users' intention and enthusiasm to use it, and this is what the TAM model actually emphasises. It is safe to say then that the students hold positive perceptions towards the ease of using TikTok educational videos for VL. This explains the reason behind using this application to learn vocabulary by a large number of the students who represent the sample of the study.

Moreover, the analysis of the third section of the questionnaire helps answer the second research question that intends to understand students' perceptions towards the usefulness of TikTok educational videos for VL. From the analysis of the questionnaire, students assume that they could learn new words, understand their meaning, and understand their appropriate use. Furthermore, they could increase their capacity to produce more appropriate words thanks to watching and sharing these videos with friends. They also recognise the usefulness and the role of the application features such as text overlays, music and sound effects, and short role plays in helping them grab more vocabulary. It is also important to mention that the attractive content in these videos, like trends and challenges, makes learners eager to watch them and thus expand their vocabulary knowledge. As the TAM model suggests, the acceptance of, and the intention to use a given technological device is driven by the usefulness it brings to its users. As a result, it can be said that the students have positive perceptions towards the usefulness of TikTok educational videos for learning English vocabulary.

Accordingly, the students' positive perceptions towards both the ease of use and the usefulness of TikTok educational videos suggest their acceptance of this type of videos as a vocabulary learning tool.

From the analysis of the fourth section of further comments and suggestions, students explicitly and freely declared their beliefs concerning using TikTok educational videos to learn vocabulary. It could be noticed that the students focused on the advantages of these videos more than they focused on its disadvantages, which reflects their support more than their rejection to using TikTok videos for learning vocabulary. Their suggestions concerning ways that might help in learning vocabulary in addition to TikTok could not be ignored though. They agree on the usefulness of TikTok educational videos for vocabulary learning. This is due to its attractive, creative, authentic, diverse, and unique content compared to traditional ways of learning, considering that TikTok must not be an alternative to academic learning but should be an addition. Moreover, its multimedia effects like music, sound effects, and movie scenes are perceived as perfect for the retention of words. This finding is consistent with that of Alghameeti (2022), in which he emphasises the effectiveness of multimedia elements in TikTok in helping students learn new words. So, the large number of the students who use the application for VL is certainly because of these benefits that the application videos provide. Furthermore, it must be considered that using this application requires alertness and critical thinking. So, students should carefully select the content that is reliable and adds benefits to their learning rather than distracts them and wastes their time. The latter may be the reason that leads a small number of the students to completely refuse supporting the use of TikTok educational videos. Again, alertness and caution is recommended concerning this side while using the application for learning English vocabulary or whatever. This is, in fact, applied on TikTok primarily, and on other social media, games, and other diverse programs in this digital era as well.

Eventually, the results of the fourth section are consistent with the previous sections' results of perceived ease of use and usefulness since the students have shown a great support for using TikTok educational videos to learn vocabulary with considering only a few

disadvantages and adding some suggestions and pieces of advice. In a nutshell, the students have positive perceptions towards the use of TikTok educational videos for vocabulary learning. It is worth noting that the current main findings were consistent with those of Alshreef and Khadawardi (2023) as their research also revealed that EFL learners had positive perceptions towards the use of TikTok for English VL.

2.5. Recommendations

Based on the results of the study, a number of recommendations are introduced to address EFL learners, EFL teachers, and future researchers.

2.5.1. Recommendations for Learners

Other learners from different levels and not necessarily first-year students are recommended to use this type of videos to learn English vocabulary due to their usefulness in developing their vocabulary knowledge. However, students need to be critical thinkers when it comes to the reliability of the content they watch. Also, it is advised to align the use of these videos with other learning strategies like watching British and American series, using other social media platforms, and interacting with native speakers.

2.5.2. Recommendations for Teachers

It is recommended for teachers to incorporate TikTok educational videos to present new target words related to the lessons so that they can attract learners' attention and meet their various learning styles.

2.5.3. Recommendations for Future Researchers

As the current study has dealt only with students' perceptions, it is recommended to conduct further research on teachers' perceptions as well to understand whether they would be enthusiastic to utilize TikTok educational videos to present new vocabulary. In addition, it is also recommended that future researchers use an experimental research design to investigate the effectiveness of using TikTok educational videos to learn English vocabulary

with a larger sample size in order to ensure getting more valid and generalizable results. Also, further research can investigate the use of TikTok videos to improve the speaking skill.

2.6. Limitations of the Study

As may occur with any research study, the present work has limitations that should be mentioned:

- During the data collection process, obtaining responses from participants was challenging as the questionnaire was online, resulting in the need for researchers to ask participants repeatedly to complete the questionnaire. Ultimately, this leads to extending the data collection period to one month so that a sufficient number of answers can be gathered.

Conclusion

This chapter elucidates the findings of this study conducted on the use of TikTok educational videos to learn English vocabulary. It was conducted on first-year EFL students at AbdElhafid Boussouf Mila University Centre.

Based on Davis' (1989) TAM alongside with the data collected from the questionnaire answered by students, the study gains logical answers to the research questions previously mentioned. The majority of the participants who express that they get benefits from and support the use of TikTok educational videos for learning vocabulary represent the whole population, which are first-year English students. So, the research questions are answered confirming that first-year students of English have positive perceptions towards both the usefulness and ease of use of these videos in learning English vocabulary. As they have certain features that allow for smooth and simple usage for learning and consist of valuable vocabulary content and teaching accounts, etc. This in turn confirms their overall acceptance of using these videos as a tool for vocabulary learning. Moreover, based on the

study results, it can be understood that this type of videos is a satisfactory tool that helps learners in learning English vocabulary if used in the right way.

General Conclusion

In this digital age, educational content is anywhere, and learners can get knowledge related to any domain even outside the classroom by only a click on their phones. Information and communication technology has really facilitated the learning and teaching process, leading to an evolution in this particular field. Nowadays, learners can work on developing any aspect of their English language using a variety of social media platforms that can stand as powerful educational tools in this technological era. Similarly, TikTok is one of those social media platforms that may revolutionise the way learners learn and teachers teach the English language vocabulary.

An attempt is made to get insights about students' perceptions about both the ease of use and usefulness of TikTok educational videos in VL to understand their acceptance of using them as a VL tool. In order to achieve the previously mentioned research aims, a questionnaire is administered to 70 first-year EFL students at AbdElhafid Boussouf Mila University centre.

As for the major findings of the research, it is revealed that first-year students accept and intend to adopt TikTok educational videos as a VL tool due to their ease of use and usefulness for such a purpose. Moreover, they suggest using TikTok in addition to other learning tools emphasizing on the fact that they have to be selective when it comes to the reliability of the presented educational content.

It is worthwhile to mention that the present study addresses students' needs in the digital era. More precisely, it contributes to spreading awareness of the positive side of this application and its benefits for VL. In the same vein, it is recommended for EFL teachers to take advantage of this tool and implement it as a teaching medium to make learning

vocabulary more enjoyable and interesting to learners as they are already attracted to it and use it.

However, it is important to note that this research study is of a limited scope, and its findings might be subject to discussion and criticism. Hence, further research is needed to be done on this topic.

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Appendices

Appendix: The Students' Questionnaire

Thank you in advance for your precious participation in our study, which is being done to know about your valuable perceptions about the use of TikTok educational videos for learning English vocabulary. You are kindly requested to answer the questionnaire questions by choosing the box corresponding to the answer that best suits you.

Section One: Background Information

1. Do you see vocabulary learning as a key aspect to developing one's English language?

Yes No

-Justify your answer please!

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2. Do you actually look for ways to expand your vocabulary knowledge?

Yes No

3. If yes, which one from the following do you use?

a- Reading books

b- Using the dictionary.

C- Using social media platforms

d- Others

4. Are you a TikTok user?

Yes No

5. What do you use TikTok for?

a- For educational/ language learning purposes

b- For fun

c- Both

d- Others.....

6. Do you use TikTok educational videos to improve your English vocabulary?

Yes No

Section Two: Students' Perceptions about the Ease of Use of TikTok Educational Videos in Learning English Vocabulary

7. The nature of the TikTok application allows me to access English content anytime and anywhere.

Agree Neutral Disagree

8. Using TikTok educational videos to learn English vocabulary is much easier than other social media platforms.

Agree Neutral Disagree

9. I only need to follow English accounts on TikTok, and I find all of my TikTok account full of English videos whenever I scroll.

Agree Neutral Disagree

10. I find that TikTok educational videos are clear, short, and to the point.

Agree Neutral Disagree

11. The simple algorithm of TikTok allows me to quickly become skilled in using it for learning English vocabulary.

Agree Neutral Disagree

Section Three: Students' Perceptions about the Usefulness of TikTok Educational Videos in Learning English Vocabulary

12. TikTok content is almost all in English; which makes watching it helps me produce more appropriate words when speaking English.

Agree Neutral Disagree

13. Watching English TikTok videos helped me understand the appropriate usage of words.

Agree Neutral Disagree

14. I find watching and sharing TikTok educational videos with friends useful in increasing my word budget.

Agree Neutral Disagree

15. I find that text overlays provided in TikTok educational videos are effective for gaining new English vocabulary.

Agree Neutral Disagree

16. The existence of music and sound effects helps me learn English vocabulary more effectively.

Agree Neutral Disagree

17. I quickly learn everyday-life words when I engage in watching TikTok trends, challenges, and lifestyle videos in English.

Agree Neutral Disagree

18. The use of short role plays in TikTok English teaching videos is useful for understanding word meaning.

Agree Neutral Disagree

Section Four: Further Comments and Suggestions

❖ Please add any comments or suggestions you see relevant to the topic.

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Your collaboration is appreciated.

ملخص

قد يواجه متعلموا الإنجليزية كلغة أجنبية تحديات فيما يتعلق بفقر المفردات، مما يؤثر على إتقانهم للغة. و في هذا السياق، يصبح البحث عن أدوات تعلم تسهل عملية تعلم المفردات ضروريًا. استنادًا إلى ذلك، تهدف الدراسة الحالية إلى تحديد قبول الطلاب لمقاطع الفيديو التعليمية على تيك توك لتعلم المفردات، بناءً على تصوراتهم حول سهولة استخدام وفائدة هذه الفيديوهات. يتم ذلك من خلال الاعتماد على نموذج قبول التكنولوجيا المقترح من طرف ديفيس (1989). وبناءً على ذلك، تم طرح ثلاثة أسئلة بحثية: (1) ما هي تصورات الطلاب حول سهولة استخدام مقاطع الفيديو التعليمية على تيك توك في تعلم مفردات اللغة الإنجليزية؟ (2) ما هي تصورات الطلاب حول فائدة مقاطع الفيديو التعليمية على تيك توك في تعلم مفردات اللغة الإنجليزية؟ (3) هل يقبل الطلاب مقاطع الفيديو التعليمية على تيك توك كأداة لتعلم المفردات؟ من أجل تحقيق أهداف الدراسة والإجابة على الأسئلة البحثية، تم استخدام تصميم بحثي وصفي كمي و نوعي. تم توزيع استبيان على 70 طالبًا في السنة الأولى من طلاب اللغة الإنجليزية في المركز الجامعي عبدالحفيظ بوصوف ميلة. تشير النتائج البحثية الرئيسية إلى أن غالبية الطلاب لديهم تصورات إيجابية حول سهولة استخدام وفائدة مقاطع الفيديو التعليمية على تيك توك في تعلم مفردات اللغة الإنجليزية، مما يعكس قبولهم العام لاستخدام هذه الفيديوهات لتعلم المفردات. يرجع ذلك إلى أنها تساهم بشكل فعال في بناء مفرداتهم. في النهاية، تقدم هذه الدراسة مجموعة من التوصيات للطلاب والمعلمين والباحثين المستقبليين.

الكلمات المفتاحية: تصورات، تعلم المفردات، نموذج قبول التكنولوجيا، مقاطع الفيديو التعليمية على تيك توك

Résumé

Les apprenants de l'anglais en tant que langue étrangère peuvent être confrontés à des difficultés liées à un vocabulaire insuffisant, ce qui affecte à son tour leur maîtrise de la langue. À cet égard, il est nécessaire de trouver des outils d'apprentissage qui simplifient le processus d'apprentissage du vocabulaire. Sur cette base, l'étude actuelle vise à déterminer l'acceptation des étudiants à l'égard des vidéos éducatives TikTok pour l'apprentissage du vocabulaire, en se basant sur leurs perceptions de la facilité d'utilisation et de l'utilité de ces vidéos. Ceci repose sur le modèle d'acceptation de la technologie (TAM) de Davis (1989). En conséquence, trois questions de recherche sont posées : 1) Quelles sont les perceptions des étudiants concernant la facilité d'utilisation des vidéos éducatives TikTok pour l'apprentissage du vocabulaire anglais ? 2) Quelles sont les perceptions des étudiants concernant l'utilité des vidéos éducatives TikTok pour l'apprentissage du vocabulaire anglais ? 3) Les étudiants acceptent-ils les vidéos éducatives TikTok comme outil d'apprentissage du vocabulaire ? Dans le but de répondre aux objectifs de l'étude et de répondre aux questions de recherche, une méthodologie de recherche quantitatif, descriptif et qualitatif a été utilisée. Un questionnaire est administré à 70 étudiants de première année en anglais au Centre Universitaire Abdelhafid Boussouf Mila. Les principales conclusions de la recherche indiquent que la majorité des étudiants ont des perceptions positives quant à la facilité d'utilisation et à l'utilité des vidéos éducatives TikTok pour l'apprentissage du vocabulaire anglais, ce qui reflète leur acceptation globale de l'utilisation de ces vidéos pour l'apprentissage du vocabulaire anglais. Cela s'explique par leur contribution efficace à l'enrichissement de leur vocabulaire. En fin de compte, cette étude propose un ensemble de recommandations pour les apprenants, les enseignants et les futurs chercheurs.

Mots clés: perceptions, apprentissage du vocabulaire, modèle d'acceptation de la technologie, vidéos éducatives TikTok