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The Impact of TikTok's Educational Videos on Vocabulary Learning:
*A case study of IMS pupils at Menaouer El Hadj Middle School Relizane -
Algeria*

*Master's Thesis Submitted in Partial Fulfillment of the Requirements for the Master's
Degree in Language and Communication*

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Dedication

*I dedicate this work to **myself** for enduring this challenging year despite the hardships of teaching, and for never giving up on pursuing my studies.*

To my dear parents, whose love and unwavering support have been my greatest blessing.

***To my father**, who has always carried a great vision and constantly encouraged learning and growth.*

*To my **beloved mother**, who sacrificed her youth for us and who always carries me in her prayers.*

To my siblings and my dear aunt, whose constant support and love have meant the world to me.

To my best friends**: Sabrina, Houda, Maroua, and Lyna who have always been a source of inspiration, pushing me to become a better version of myself. and to my co-worker whom I shared this journey with :**Hattab Fatma

***To my colleagues**, the teachers of English at Menaouer El Hadj Middle School, and to my mentor teacher, who not only guided me in teaching but also supported me throughout this work. And finally, to everyone who has stood beside me on this journey.*

Fatima Khaine

I dedicate this humble work to my dear colleague, Fatima Khaine, for her support, patience, and for sharing this academic journey with me. Thank you for every challenge and beautiful memory we shared.

To my beloved family, thank you for your endless love, prayers, sacrifices, and constant support throughout this journey.

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Abstract

The rapid integration of digital technologies, particularly social media platforms such as TikTok, has transformed contemporary language learning practices. This study aimed to investigate the impact of TikTok educational videos on the vocabulary use in writing of first-year middle school (1MS) pupils at Menaouer El Hadj Middle School in Relizane, Algeria. The research sought to identify the vocabulary-related difficulties pupils face when writing in English and explore how educators can effectively integrate TikTok into vocabulary instruction. To achieve these objectives, the researchers adopted a sequential explanatory mixed-method design combining quantitative and qualitative tools. The quantitative phase involved a pre- and post-test administered to 45 pupils to measure vocabulary use across seven writing criteria, while the qualitative phase consisted of semi-structured interviews conducted with five pupils representing different proficiency levels. The findings revealed meaningful improvements across all seven writing criteria after the TikTok intervention, with vocabulary use. The qualitative results further confirmed pupils' positive attitudes towards TikTok as an engaging learning tool, while highlighting the necessity of teacher guidance and pedagogical scaffolding. The study concludes that TikTok educational videos can effectively support vocabulary use in writing when integrated within structured, teacher-supported instruction, contributing to enhanced communicative competence in English as a foreign language.

Keywords: TikTok educational videos, vocabulary use, writing skills, EFL learners, mixed-method research, 1MS pupils.

Résumé

L'intégration rapide des technologies numériques, en particulier des plateformes de médias sociaux telles que TikTok, a transformé les pratiques contemporaines d'apprentissage des langues. Cette étude vise à examiner l'impact des vidéos éducatives de TikTok sur l'utilisation du vocabulaire dans l'écriture des élèves de première année moyenne (1AM) au Collège Menaouer El Hadj, à Relizane, en Algérie. La recherche cherche à identifier les difficultés liées au vocabulaire rencontrées par les élèves lors de l'écriture en anglais, à examiner l'influence des vidéos éducatives de TikTok sur leur vocabulaire écrit, et à explorer comment les enseignants peuvent intégrer efficacement TikTok dans l'enseignement du vocabulaire. Pour atteindre ces objectifs, les chercheuses ont adopté une approche mixte séquentielle explicative combinant des outils quantitatifs et qualitatifs. La phase quantitative comprenait un pré-test et un post-test administrés à 45 élèves pour mesurer l'utilisation du vocabulaire selon sept critères d'écriture, tandis que la phase qualitative consistait en des entretiens semi-structurés menés avec cinq élèves représentant différents niveaux de compétence. Les résultats ont révélé des améliorations significatives dans les sept critères d'écriture après l'intervention TikTok, l'utilisation du vocabulaire passant de 89% au pré-test à 94% au post-test. Les résultats qualitatifs ont également confirmé les attitudes positives des élèves envers TikTok comme outil d'apprentissage engageant, tout en soulignant la nécessité du guidage de l'enseignant et de l'étayage pédagogique. L'étude conclut que les vidéos éducatives de TikTok peuvent soutenir efficacement l'utilisation du vocabulaire dans l'écriture lorsqu'elles sont intégrées dans un enseignement structuré et soutenu par l'enseignant, contribuant ainsi à améliorer la compétence communicative en anglais comme langue étrangère.

Mots-clés : Vidéos éducatives TikTok, utilisation du vocabulaire, compétences en écriture, apprenants d'anglais langue étrangère, recherche mixte, élèves de 1AM.

ملخص

أدى الاندماج السريع للتكنولوجيا الرقمية، ولا سيما منصّات التواصل الاجتماعي مثل تيك توك، إلى تحوّل جذري في ممارسات تعلّم اللغات المعاصرة. هدفت هذه الدراسة إلى التحقق من أثر مقاطع الفيديو التعليمية على منصّة تيك توك في استخدام المفردات في الكتابة لدى تلاميذ السنة الأولى متوسط بمتوسطة مناوّر الحاج بولاية غليزان، الجزائر. سعى البحث إلى الكشف عن الصعوبات المتعلقة بالمفردات التي يواجهها التلاميذ عند الكتابة باللغة الإنجليزية، ودراسة تأثير مقاطع الفيديو التعليمية لتيك توك على مفرداتهم الكتابية، واستكشاف الطرق التي يمكن للمعلمين من خلالها إدماج تيك توك بفعالية في تدريس المفردات. ولتحقيق هذه الأهداف، اعتمدت الباحثتان منهجًا مختلطًا تتابعيًا تفسيريًا يجمع بين الأدوات الكمية والنوعية. شملت المرحلة الكمية اختبارًا قبليًا وآخر بعديًا أجريا على 45 تلميذًا لقياس استخدام المفردات وفق سبعة معايير كتابية، بينما تكوّنت المرحلة النوعية من مقابلات شبه موجهة مع خمسة تلاميذ يمثلون مستويات لغوية متباينة. وقد كشفت النتائج عن تحسّن ملحوظ في جميع المعايير الكتابية السبعة بعد التدخّل عبر تيك توك، إذ ارتفعت نسبة استخدام المفردات من 89% في الاختبار القبلي إلى 94% في الاختبار البعدي. كما أكدت النتائج النوعية المواقف الإيجابية للتلاميذ تجاه تيك توك بوصفه أداة تعليمية محفّزة، مع التأكيد على ضرورة التوجيه البيداغوجي والإشراف من قبل المعلم. وخلصت الدراسة إلى أن مقاطع الفيديو التعليمية على تيك توك يمكنها أن تدعم بفعالية استخدام المفردات في الكتابة عند إدماجها ضمن تعليم منظم يقوده المعلم، مما يسهم في تعزيز الكفاءة التواصلية في اللغة الإنجليزية بوصفها لغة أجنبية.

الكلمات المفتاحية: مقاطع الفيديو التعليمية على تيك توك، استخدام المفردات، مهارات الكتابة، متعلّمو الإنجليزية كلغة أجنبية، البحث المختلط، تلاميذ السنة الأولى متوسط

List of Abbreviations

EFL	English as a Foreign Language
1MS	First-Year Middle School
ICT	Information and Communication Technologies

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General Introduction

1. Background of the Study

In the Algerian educational context, English is taught as a foreign language. Traditionally, learners were first introduced to English in middle school, where they studied it for four years before passing the national Brevet d'Enseignement Moyen (BEM) examination. By the end of this cycle, learners are expected to interact, interpret, and produce oral and written texts of average complexity in meaningful situations related to their environment and interests.

Recently, educational reforms have introduced English earlier in the educational system. English is now taught in primary school for three years before learners move to middle school. Therefore, first-year middle school (1MS) pupils are no longer complete beginners but are expected to build on their previous knowledge of the language.

In addition, a new syllabus introduced in 2025 assumes that learners already possess basic knowledge of English acquired during primary education. Consequently, pupils are expected to develop and use the four-language skill as listening, speaking, reading, and writing in order to communicate effectively in the target language.

However, in primary school the focus is mainly on oral skills, with limited attention to writing. As a result, many learners face difficulties when transitioning to middle school, particularly in written production. Students often demonstrate weak writing abilities and struggle to construct grammatically correct sentences, mainly due to limited vocabulary acquisition

2. Statement of the Problem

Writing is a complex skill that involves several criteria for effective production, such as organizing coherent ideas, using appropriate grammar, and selecting accurate vocabulary. Vocabulary, in particular, is a crucial component of language learning because it enables learners to express their ideas clearly and accurately. However, many learners continue to struggle with acquiring new words efficiently, which often results in weak written production and difficulty constructing correct sentences.

At the same time, technology and social media have significantly influenced various aspects of modern life, including education and language learning. Social media platforms, such as TikTok, are increasingly explored as tools for English as a Foreign Language (EFL) learning. From the pupils' perspective, such platforms are part of their daily digital environment and may influence how they learn and engage with language. Although several studies have examined the use of TikTok in higher education contexts, limited research has focused on early-stage EFL

learners in Algerian middle schools. Therefore, this research aims to explore pupils' writing difficulties, their perspectives toward vocabulary learning, and whether the use of TikTok can influence vocabulary use in writing among first-year middle school (1MS) pupils.

3. Research Questions and Hypotheses

This study is guided by the following research questions:

RQ₁. What vocabulary-related difficulties do 1MS learners face when writing in English?

RQ₂. How do TikTok educational videos influence the writing vocabulary of 1MS students?

RQ₃. How can educators effectively integrate TikTok into their writing vocabulary instruction for 1MS students?

The following hypotheses are set to answer the framed research questions. They are :

H₁: 1MS learners struggle with writing in English due to limited vocabulary knowledge, which leads to spelling mistakes, incorrect word use, and difficulty expressing ideas.

H₂: TikTok videos with interactive and visually engaging content will be most effective in enhancing writing vocabulary

H₃: Integrating TikTok into vocabulary instruction will increase student engagement and motivation

4. Aims and Objectives

This research focuses on 1 middle school learners at Menaouer El Hadj Middle school Ben daoued – Relizane. The primary aim of this research is to investigate the impact of TikTok educational videos on the vocabulary use in writing . Accordingly, to accomplish this aim, the study is guided by sub- objectives :

- Examine the difficulties that learners face during writing.
- Investigate the impact of TikTok educational videos on the writing vocabulary of MS1 students. |

- Explore how educators can use TikTok to enhance vocabulary acquisition instruction in writing

5. Significance of the Study

The integration of social media into education has become increasingly widespread. While platforms such as Facebook and YouTube have been extensively examined in previous research, TikTok remains underexplored, particularly in the Algerian context and in Middle school context. In Algeria, TikTok is often perceived negatively and associated mainly with entertainment rather than educational value. This study seeks to challenge this perception by investigating the potential of TikTok as an effective tool for language learning, with a particular focus on Vocabulary use. As Vocabulary constitutes a fundamental component of language, examining learners' perceptions may provide valuable insights for both teachers and pupils into how digital tools can enhance vocabulary use in writing.

6. Research Methodology

This study adopts a sequential explanatory mixed-method research design, as it seeks to investigate the impact of TikTok educational videos on IMS pupils' vocabulary use in writing, while also exploring learners' perceptions and attitudes toward this multimedia tool. The mixed-method approach was selected as it allows the researcher to combine numerical evidence of vocabulary improvement with deeper insights into learners' experiences and perceptions, providing a more comprehensive understanding of the research problem.

Concerning the tools, two main instruments will be used: pre and post-test as quantitative tool and Interview with pupils as a qualitative tool. First, pupils will write a paragraph about school life then they will watch a short TikTok video. After viewing, they will write another paragraph. The writing samples will be analyzed to identify vocabulary items used, particularly those introduced in the videos. After completing the writing tasks, some participants chosen purposively will take part in an individual interview lasting approximately five to seven minutes. The interviews will be conducted in a simple and supportive manner to ensure that learners feel comfortable expressing their thoughts. The interviews will include 5 open-ended questions that will focus on learners' perceptions of the videos, the vocabulary they noticed or learned, the ease or difficulty of using new words in their writing, and their overall attitude toward using TikTok as a learning tool. While the writing tasks provide concrete evidence of vocabulary use, the interviews

offer insight into learners' perceptions and experiences. The combination of these tools allows for data triangulation, which enhances the credibility and richness of the findings to answer the research questions

The sample of the present study consists of 45 first-year middle school (1MS) learners selected from the researcher's class. The participants are chosen using purposive sampling. They are intentionally selected because they are assigned to the researcher, which helps them feel more at ease. In addition, they are already familiar with ICTs in their educational journey, and their academic evaluation is not affected by their involvement in the study.

The rationale behind selecting these learners is that they represent young EFL students who are exposed to digital media in their daily lives. Moreover, as beginners in middle school, they are at an important stage of developing their English vocabulary. Therefore, their experiences and written productions can provide valuable insights into how TikTok educational videos may support vocabulary learning.

7. Structure of the Thesis

The thesis is organized into three main chapters:. The first chapter provides the theoretical framework of the study. It reviews previous research and discusses the key concepts related to the topic, including social media, English vocabulary, and the TikTok platform. This chapter is organized into two main sections: the first section addresses English vocabulary, while the second focuses on social media with particular emphasis on TikTok. The second chapter is devoted to the empirical investigation. It presents the research methodology, including the research design, data collection and analysis procedures, the sample, the population, the research setting, and ethical considerations. Furthermore, it includes the presentation, analysis, and interpretation of the findings collected through the students' writings and the interviews. The third chapter is devoted to the discussion of the findings followed by implications, limitations of the study and scope for future research.

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Introduction

One of the essential elements that guarantees the capacity to communicate thoughts in writing is vocabulary. Weak vocabulary in writing is a major problem for students learning English as a foreign language in middle school, which has led to the growth of digital tools and platforms like tiktok. This chapter is divided into two main sections: Section A, Learning Situation, and Section B, Literature Review. The learning situation lays the groundwork for the current study by bridging theory and practice, it is important as it to provide a clear image of the setting of the study it will discuss the curriculum, teaching approaches, assessment practices, and challenges faced by the learners..

Section B reviews relevant literature on vocabulary acquisition theories, language-learning strategies, and the role of digital media, especially TikTok, in language education. This review highlights previous research findings and theoretical frameworks that underpin the study, while identifying gaps related to the use of TikTok for vocabulary development in writing, particularly within the Algerian middle school context. Overall, this chapter provides the necessary theoretical and contextual foundation to better understand the impact of TikTok's educational videos on learners' vocabulary use in writing

1.1 Learning Situation

1.1.1. Context and Curriculum

The present study is conducted within the context of teaching English as a foreign language to first year middle school learners (1MS) at Menaouer El Hadj Middle School. The 1MS English syllabus emphasizes oral and written communication, with a major focus on oral interaction as a second foreign language, developing linguistic, methodological, cultural, and socio-professional competencies for everyday and school contexts. It follows a competency-based approach with playful activities such as songs, stories, and group projects to engage 11 to 12 year old pupils.

Since pupils had been exposed to the language for three years in primary school, this curriculum was implemented at the start of the 2025–2026 academic year. In order to promote communicative competency, the Ministry of National Education extended the weekly instruction hours to three hours and thirty minutes.

1.1.2. Time Load

The extension of weekly English instruction to three hours and thirty minutes reflects the Ministry's commitment to enhancing communicative competence among learners. This time allocation supports a balanced focus on receptive and productive skills, allowing learners to engage in sustained practice and assessment over the academic year (Ministry of National Education, 2025).the following chart shows the difference between previous academic years and the current year English weekly hours for 1MS according to the new reformation

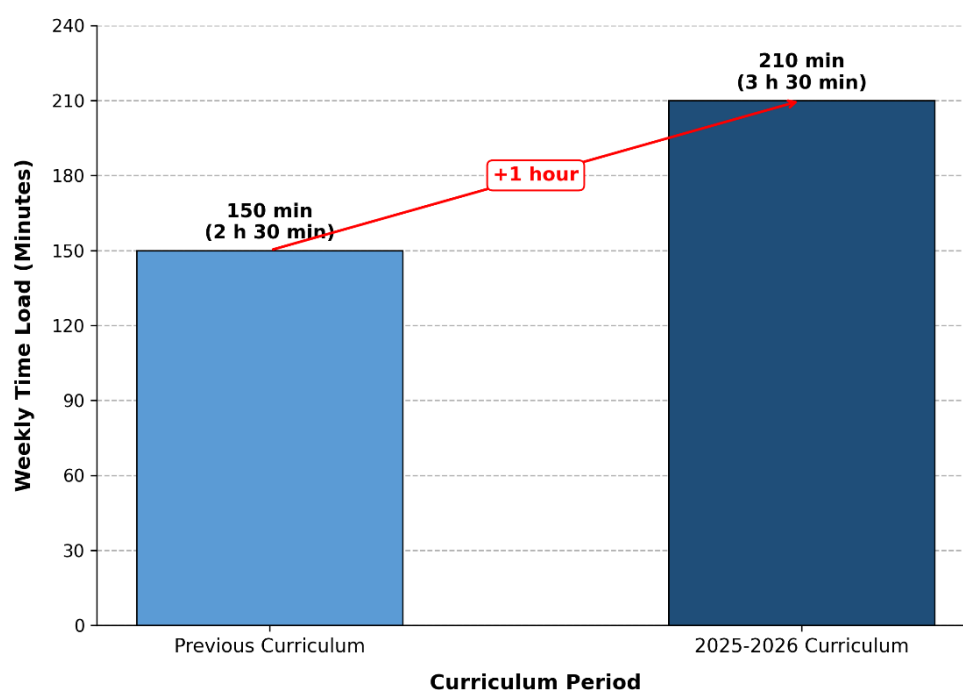


Figure.1 Previous Curriculum vs. 2025–2026 Curriculum time load allocated for English for 1MS (Adapted from data provided by the Ministry of National Education, 2025)

As shown in the figure, the weekly volume has been extended from two hours and thirty minutes under the previous curriculum to three hours and thirty minutes in the newly implemented 2025–2026 curriculum, representing an increase of one full hour per week. This significant adjustment reflects the Ministry's strong commitment to achieving a more appropriate pedagogical balance in foreign language instruction and to enhancing communicative competence among 1MS learners (Ministry of National Education, 2025).

The following table is concerned with weekly time dedicated for all subjects for 1MS level :

Table 1: Weekly Time Load of 1MS Subjects (2025–2026)

Subject	Weekly Time Load
Arabic	4hours and 30 min
Mathematics	4hours and 30 min
English	3hours and 30 min
French	2hours and 30 min
History and Geography	2hours
Islamic Education	1hour
Natural Sciences	2hours
Physics	2 hours
Music/ Art	1hour
Computing	1hour
Physical Education	2hours
Civics	1hour

Source: Adapted from data provided by the Ministry of National Education (2025)

As illustrated in the table, English language instruction is allocated three hours and thirty minutes per week, positioning it among the major subjects in the 1MS curriculum alongside Arabic and Mathematics. The increase in English time load reflects the Ministry of National Education's growing recognition of English as an essential global language. This significant adjustment aims to develop their linguistic accuracy, fluency, and communicative competence in English (Ministry of National Education, 2025)

1.1.3. Exit Profile and Content Description

The exit profile and the content description are the two primary parts of the syllabus. What students will accomplish by the end of the year is described in the exit profile and includes the following:

- Global competence: Producing approximately 35 word descriptive or narrative messages relevant to learners' daily lives, interests, and environment.

- Values: Societal (national unity, Algerian identity) and individual (moral, humanist values), as defined in the Law of Orientation.
- Cross-curricular competences: Interrelated skills across all disciplines, which consist of methodological values (Ministry of National Education, 2025, pp. 24–25).

The following figure represents the exit profile, Global competence, values and cross-curricular competences :

Exit Profile	Global competence	<i>Understand, interact orally and produce short oral messages of predominantly descriptive and narrative types, understand and produce short simple written messages of predominantly descriptive and narrative types.</i>	
	Values	National Identity	☒ be proud of one's cultural heritage, traditions and customs.
		National Conscience	☒ promote a sense of belonging to the community and preserve the environment.
		Citizenship	☒ show respect to others' feelings and tolerate differences (preferences, interests, habits).
		Openness to the World	☒ show respect and be interested in learning about others' cultures and lifestyles.
	Cross-curricular competences	Intellectual competence	☐ discover the relationship between prior knowledge, listening skills, and vocal paralinguistic features in context.
			☐ connect topical words, expressions simple sentences and vocal paralinguistic features to the context.
			☐ discover the link between text types, text features, the reading skills in context.
			☐ demonstrate understanding of the text types, features and organization, sentence structure and content, and writing skills.
		Methodological competence	☐ use prior knowledge, listening skills and vocal paralinguistic features in context to understand short oral messages.
		Communicative competence	☐ select what is appropriate to the context from the linguistic repertoire and vocal paralinguistic features to interact orally and produce short oral messages.
			☐ make use of the text types, text features, the reading skills in context to understand written messages.
			☐ use the text types, features and organization, sentence structure and content, and writing skills to produce simple written messages.
		Personal and social competence	☐ explain the usage of vocal paralinguistic features and listening skills to peers.
			☐ share the oral message with peers.
			☐ explain the usage of reading skills to peers.
			☐ communicate the usage of the text type, features, organization sentence structure and content, and writing skills to peers.
		Personal and social competence	☐ demonstrate a genuine curiosity to learn about different cultures.
			☐ collaborate with others to achieve mutual understanding.
			☐ collaborate with others to benefit from what is appropriate to one's context.
			☐ share with others one's specific identity features.

Figure 2: Exit Profile of First-Year Middle School (1MS) Learners. (Adapted from the Didactic Guide of English: Middle School Year 1 (Ministry of National Education, 2025).

Figure 2 presents the exit profile expected from 1MS learners at the end of the academic year, organized around three main components: global competence, values, and cross-curricular competences. Together, these elements support learners' linguistic, cognitive, and social development in line with the competency-based approach (Ministry of National Education, 2025)

1.1.4. Learning Sequences and Skills Development

First year middle school (1MS) students are meant to study three sequences that tackle themes of daily routine, school life, and holidays and trips. Each learning sequence in the 1MS English

syllabus is structured according to a clearly defined rubric that guides both teaching and assessment.

The “Get Ready” phase introduces an initial problem solving situation aimed at activating learners’ prior knowledge, motivating them, and revealing gaps in understanding, while encouraging the free expression of ideas. The perceptive skills are introduced first, beginning with listening lessons that start with “Listen and Interact.” Learners engage in active listening to short oral messages for gist and detail, supported by visuals, role plays, and discussions to promote interaction and build confidence (Harmer, 1998). The “Listen and Consider” stage emphasizes retention of chunks and forms from the listening scripts and provides focused practice on pronunciation, including sounds, stress, and intonation.

In the second receptive skill, the reading component, learners first “Read and Interpret” short texts of approximately 55 words, applying skimming to capture the general meaning and scanning for specific details. Fluency is reinforced through techniques such as chunking and repeated reading, which facilitate the integration of words and sentences without emphasizing reading speed (Samuels, 1979; Marcell, 2011). The “Read and Consider” phase allows learners to recognize and use target language forms within the reading context.

In the productive skill, writing activities are organized into two stages. In “Write Together,” students collaborate on process writing, involving brainstorming, selecting ideas, outlining, drafting, reviewing, and publishing writings based on the reading. This stage includes types such as postcards, emails, journals, and stories and is guided by feedback from instructors and social interaction, as per Vygotsky's (1978) sociocultural theory. In “Write Alone,” learners produce approximately 35 word individual texts using the model and skills developed collaboratively, with the teacher monitoring for unassisted assessment. Finally, “Check Your Progress” revisits the initial “Get Ready” task to evaluate learners’ integration of linguistic, cross curricular, and attitudinal resources and to identify areas for remediation (Ministry of National Education, 2025).

1.1.5. Assessment

Assessment in the newly implemented 1MS English syllabus (2025–2026) is designed to align closely with the competencies outlined in the sequence rubrics and to support both formative and summative evaluation. The evaluation system combines two complementary components:

written examinations, which account for 60% of the final grade, and continuous assessment, which represents the remaining 40%. This balanced distribution ensures that learners' progress is evaluated through both formal testing and ongoing classroom performance.

The below chart demonstrates the assessment percentage :

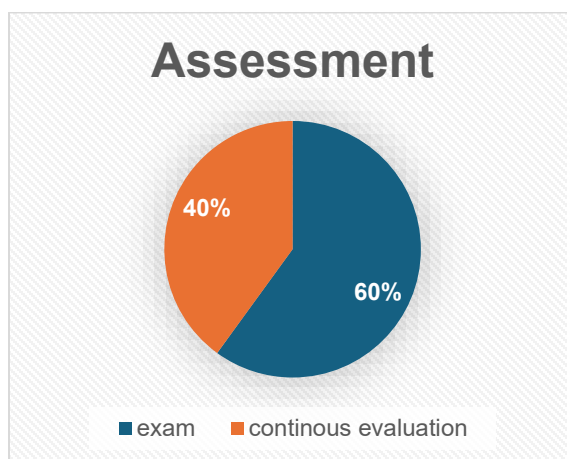


Figure 3: Distribution of Assessment percentage in the 1MS English Syllabus.

Source : Authors' data

Summative evaluations take place via quarterly, term, and end-of-year tests that follow a consistent pattern and reflect the sequence skills. These tests are organised around three major components: reading comprehension, language mastery, and brief writing tasks. Reading comprehension activities include brief texts on familiar topics including daily routines, school, and family, as well as questions about factual understanding, inference, and lexical knowledge (Ministry of National Education, 2025). Language proficiency is tested by exercises in grammar, vocabulary, sentence building, and pronunciation, while writing activities demand students to create short texts of about 35 words using target vocabulary and grammatical structures taught in class.

1.1.6. Use of ICTs in the Curriculum

In order to assist students' engagement, contextualization, and comprehension of language tasks, the recently implemented 1MS English syllabus places a strong emphasis on the integration of information and communication technologies (ICTs) as part of the competency-based approach (Ministry of National Education, 2025). The use of ICTs help with prewriting tasks, vocabulary reinforcement, and comprehension of subject content. For example, short movies can introduce

writing subjects, allowing students to connect the job to familiar surroundings and drive meaningful language production. Flashcards and printed prompts are examples of visual aids that are used to reinforce vocabulary and sentence patterns that were presented in the sequences.

ICTs hold potential, but their adoption is restricted by some limitations. Some schools still suffer from technical issues, such as broken projection equipment and unavailable speakers. However, the use of ICTs in classroom sequences supports vocabulary acquisition, fosters the development of communicative and cognitive skills, and offers multimodal scaffolding, to realize the objectives of the syllabus, especially in writing and comprehension tasks (Harmer, 1998 cited in Ministry of National Education, 2025).

1.1.7. Learners' Difficulties

The curriculum's emphasis on drilling and repetition is beneficial, particularly for enhancing pronunciation and linguistic accuracy, there are still major obstacles in the development of students' creativity and deeper vocabulary comprehension.

When students are expected to repeat language items or drill chorally in class, they frequently pronounce words correctly but are unable to utilise language creatively or adapt it to new situations. For example, if a word or phrase is changed, many learners struggle to understand or replace the new form appropriately. This suggests that while drilling supports surface-level accuracy, it does not necessarily promote meaningful vocabulary acquisition or flexible language use. This issue aligns with Alqahtani's (2015) argument that true vocabulary knowledge requires not only memorization but also the ability to use words meaningfully and creatively in different contexts. Therefore, there is a need to complement drilling practices with strategies that encourage critical thinking, contextual understanding, and creative application of vocabulary in writing and speaking.

1.2 Literature review

The rapid growth of digital technologies has transformed language learning, with social media platforms like TikTok emerging as effective educational tools. Moreover, Vocabulary is central to writing, and its development is supported by theories such as the Lexical Approach, Schema Theory, and Input/Output Hypotheses. Effective strategies include reading, writing practice, collocations, and using digital tools. TikTok provides short, engaging videos that expose learners

to authentic language, promote interaction, and enhance vocabulary and writing skills. This literature review examines vocabulary learning theories, strategies, and the role of TikTok in supporting learners' vocabulary use.

1.2.1 Vocabulary

1.2.1.1. Definition of vocabulary

In the field of linguistics, vocabulary is defined not just as a list of words, but as a complex system of knowledge required for communication. According to Thornbury (2002), knowing a word involves a deep understanding of its form (spelling/sound), its meaning (definitions), and its use (grammar and collocations). Building on this, Nation (2001) distinguishes between receptive vocabulary (words learners understand when watching a video) and productive vocabulary (words they can actually retrieve and use in writing). Furthermore, researchers like Wilkins (1972) argue that vocabulary is the core of language, famously stating that while little can be conveyed without grammar, "nothing can be conveyed without vocabulary." For learners in a writing context, Laufer (1998) defines vocabulary use through lexical complexity, which includes the variety, accuracy, and sophistication of the words chosen to express ideas.

Batia Laufer (1998) states that "Lexical richness in writing is reflected in the diversity and sophistication of vocabulary use" In the same context , According to Paul Nation (2001): "Productive vocabulary use requires the ability to retrieve and use words appropriately in speaking and writing. Similarly James Coady (1997) notes that Effective language use depends largely on the learner's ability to use vocabulary accurately and appropriately. Penny Ur (2012) explains that knowing a word is not sufficient; learners must also be able to use it correctly within context

1.2.1.2. Definition of Vocabulary Use

Vocabulary usage refers to the learner's ability to use words accurately and appropriately in context. It involves not only knowing word meanings, but also understanding their form, grammar, and proper use in communication (Schmitt, 2010). According to Nation (2001), it includes knowing how and when to use words effectively. It is essential for clear communication, especially in speaking and writing. •Schmitt (2010) posits that "Vocabulary knowledge includes the ability to use words in the appropriate context, considering form, meaning, and use." this highlights that vocabulary usage requires understanding how words function in communication

From an academic perspective, vocabulary use is a key component of communicative competence, as it reflects learners' capacity to select suitable lexical items to express ideas effectively. It includes aspects such as word choice, word formation, and the ability to use words flexibly across different situations. Effective vocabulary use demonstrates both breadth of vocabulary knowledge (the number of words known) and depth of vocabulary knowledge (how well those words are understood and used).

As David Wilkins (1972) famously states “Without grammar, very little can be conveyed; without vocabulary, nothing can be conveyed.” Additionally, Scott Thornbury (2002) explains that knowing a word involves more than just recognizing it; it requires understanding its form, meaning, and use. Furthermore, Norbert Schmitt (2000) emphasizes Vocabulary knowledge as an essential component for successful communication and language proficiency.

correctly within context

1.2.1.3. Vocabulary Teaching

Vocabulary instruction is usually categorized into three main approaches used by teachers to introduce new words to learners:

- **Visual Techniques:** These are non-verbal tools used to convey meaning through sight. Since learners are beginners, teachers use realia (real objects), pictures, flashcards, and mime/gestures to create a direct mental link between the object and the word without translating. As TikTok videos that act as an advanced visual technique, combining moving images and text to enhance memory retention.
- **Verbal Techniques (Teacher-Centered):** These are auditory methods where the teacher uses language to explain new lexical items. Common techniques include providing definitions in simple English, using synonyms or antonyms, and placing the word in an illustrative sentence (contextualization). This approach is highly structured and it relies on the teacher's ability to simplify complex meanings for young learners.
- **Teacher-Centered Instruction:** This is a traditional pedagogical model where the teacher acts as the primary source of knowledge and the "director" of the classroom. In vocabulary teaching, this involves the PPP model (Presentation, Practice, Production), where the teacher explicitly introduces the word, models its pronunciation, and controls how students practice it before they attempt to use it in their own writing.

1.2.1.4 Theories of vocabulary in writing:

The development of vocabulary in writing is supported by several theoretical framework. These theories explain how learners acquire, process, and use new lexical items in written production. That is to understand how vocabulary instruction can be effectively integrated into writing development.

1.2.1.4.1. Lexical Approach Theory

The Lexical Approach Theory was proposed by Michael Lewis (1993). It emphasizes the importance of vocabulary and lexical chunks in language learning rather than focusing solely on grammatical structures. According to Lewis (1993), "language consists of grammaticalized lexis, not lexicalised grammar" (p. 89), highlighting the central role of vocabulary over isolated grammar rules. This theory posits that, language is composed largely of fixed or semi-fixed expressions, such as collocations, idioms, and formulaic sequences, which learners can retrieve and use automatically in communication. As Lewis (1993) further explains, "instead of words, we consciously try to think of collocations, and to present these in expressions. Rather than trying to break things into ever smaller pieces, there is a conscious effort to see things in larger, more holistic, ways" (p. 195).

In the context of writing, this approach suggests that students improve their written production when they are exposed to meaningful word combinations instead of learning isolated vocabulary items. Lewis (1993) argues that fluency depends on learners' ability to learn and remember a large number of ready-made phrases and word combinations that they can use easily when speaking or writing. The Lexical Approach highlights that effective writing depends not only on grammatical accuracy but also on the appropriate selection and combination of words.

1.2.1.4.2. Schema Theory

Schema Theory, developed by Rumelhart (1980), explains language production as a cognitive process that relies on the activation of prior knowledge or mental frameworks, known as schemas. Rumelhart (1980) famously described schemata as "the building blocks of cognition.". In simpler terms, schemas are the mental structures that help learners organize and interpret new information based on their previously acquired resources. These schemas represent learners' accumulated experiences, concepts, and background knowledge, which influence how they understand and produce language.

In writing context , vocabulary use is strongly linked to learners' familiarity with a topic and their ability to access relevant lexical items stored in memory. Hence , students who have prior knowledge about education, technology, or daily routines are more likely to use the accurate vocabulary in their compositions. As Rumelhart (1980) further explains, comprehension and production of language depend on the writer's ability to activate appropriate schemas during the task. This theory suggests that learners write more successfully when they are familiar with the context and have sufficient lexical resources related to the topic.

1.2.1.4.3.Input Hypothesis and Output Hypothesis

The Input Hypothesis, introduced by Krashen (1985), argues that learners acquire language when they are exposed to comprehensible input i.e language that learners can understand even though it contains some elements slightly beyond their current level of proficiency. Krashen (1985) emphasizes that language acquisition occurs primarily when learners understand messages directed to them. In terms of vocabulary learning, learners expand their lexical knowledge when they encounter new words repeatedly in meaningful contexts such as reading texts, listening activities, or classroom interaction. Through exposure to understandable language, students gradually internalize vocabulary and learn how words function in context. However, exposure alone may not be sufficient for full vocabulary acquisition.

To complement this perspective, the Output Hypothesis, proposed by Swain (1985), emphasizes the importance of actively producing language after the exposure to the target language . According to Swain (1985), producing language pushes learners to notice gaps in their knowledge and encourages them to enhance their vocabulary and grammar. In simpler terms, when learners speak or write, they become more aware of what they know and what they still need to learn. Swain(1985) argues that learners strengthen vocabulary knowledge when they attempt to use new words in speaking and writing activities. Writing is the productive skill that allows students to test their lexical knowledge, identify gaps in vocabulary, and refine their word choice through practice and feedback. When learners engage in writing tasks, they are encouraged to experiment with unfamiliar vocabulary and incorporate new expressions into meaningful communication. Together, the Input and Output hypotheses demonstrate that vocabulary development in writing depends on both language exposure and active language production.

1.2.1.4.4. Noticing Hypothesis

Schmidt (1990) in this Hypothesis states that language acquisition occurs only when learners consciously notice linguistic forms in the input they receive. According to Schmidt (1990) learners must actively notice new words and structures in the language they hear or read in order to truly learn them. In other words, exposure to vocabulary alone is insufficient unless learners pay deliberate attention to new lexical items and recognize their meanings, forms, and functions.

In the context of writing, this theory highlights the importance of focusing on vocabulary choice, collocations, and language accuracy. Students improve their vocabulary use when they become aware of errors, receive corrective feedback, and revise their writing accordingly. For example, when a learner notices that the phrase "do a decision" is incorrect and replaces it with "make a decision," vocabulary knowledge becomes more refined and accurate.

1.2.1.4.5 Interactionist Theory

Interactionist perspectives in second language acquisition, particularly Vygotsky's (1978) Sociocultural Theory, shed the light on social interaction and communication in language learning. According to Vygotsky (1978), learning occurs within what he calls the Zone of Proximal Development (ZPD), which he defines as "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem-solving under adult guidance, or in collaboration with more capable peers" (p. 86). In simpler terms, learners progress when they receive guidance from teachers or work with peers who are slightly more advanced than themselves.

From this perspective, learners develop language skills, including vocabulary use, through interaction with teachers, peers, and the surrounding environment. Writing development benefits significantly from collaborative activities because interaction allows learners to understand meaning, exchange ideas, and receive immediate feedback about their language use. For instance, during peer-review sessions or collaborative writing tasks, students may identify vocabulary gaps, suggest alternative word choices, and learn new lexical expressions from one another. Such interaction not only improves vocabulary accuracy but also enhances learners' confidence in using new words in written communication. Therefore, the interactionist perspective highlights that vocabulary growth in writing is a socially mediated process supported by meaningful communication, guidance, and constructive feedback (Vygotsky, 1978).

1.2.2.Social Media

According to Merriam-Webster (n.d.), the term social media is defined as “forms of electronic communication (such as websites for social networking and microblogging) through which, users create online communities to share information, ideas, personal messages, and other content (such as videos)”. Also, social media is a means that facilitates and permits individuals to be social and communal through sharing and posting images and information with other people (Taprial & Kanwar, 2012). Moreover, social media has also been defined as numerous digital means that permit people to get information and build relationships with others (Siddiqui & Singh, 2016). Furthermore, social media is “a group of internet-based applications that build on the ideological and technological foundations of web 2.0 and that allow the creation and exchange of user-generated content” (Kaplan & Haenlein, 2010, p. 61).

1.2.2.1 Social Media Platforms

1.2.2.1.1. YouTube

YouTube was created in 2005 and is currently owned by Google (George, 2018). It functions as a global platform for sharing and watching videos, with more than 48 hours of content uploaded every minute and approximately 3 billion views per day. The platform is connected to other social networks such as Facebook and Twitter, allowing users to share content automatically and subscribe to channels of their interest (Wattenhofer et al., 2012).

1.2.2.1.2.Facebook

Launched in February 2004, Facebook has become one of the most influential social networks worldwide. By February 2012, it had over 845 million users, with users spending more than 9.7 billion minutes per day on the platform. Facebook has transformed the way millions of individuals connect and share information (Wilson et al., 2012).

1.2.2.1.3. Instagram

Instagram was officially launched on the Apple Store and quickly gained popularity. Today, it has more than one billion users. Beyond social networking, Instagram is widely used by bloggers and businesses to engage with customers and promote their work (Constine, 2018, as cited in Yang, 2021).

1.2.2.1.4 Snapchat

Snapchat is an American messaging application that allows users to share pictures and messages. Created by Evan Spiegel, Bobby Murphy, and Reggie Brown, it offers various features such as filters and stickers that enable users to personalize their snaps (Agarwal, 2022).

1.2.3 TikTok

1.2.3.1. Definition of TikTok

TikTok is an application that can be downloaded from Apple, Android, or Amazon stores. People can have TikTok, watch, and download without having an account, but it is preferable to have one so that users can use all features. Moreover, after creating a TikTok account, this application asks about the interests of users and what they prefer, such as comedy, beauty, and sports, this is related to the algorithm of the application, and users can neglect undesirable topics. The next step, TikTok introduces users to a tutorial to help beginners understand how to use the application. This application is different; other social media apps like Facebook and Instagram cannot show videos at once, but TikTok does. Also, on the video screen, there are icons such as pictures, profiles of users, links, and comments, and when users click on the profile; they will be able to see their videos and followers. Moreover, users can avoid videos that they do not prefer by marking them as 'not interested' (Anderson, 2020).

1.2.3.2. TikTok Features as an Educational Tool

TikTok can serve as a useful tool for learning English as a second language, thanks to its short videos and its special way of communication that make language practice more motivating and enjoyable. Learners can have access to a wide range of English content, such as discussions between native and non-native speakers, language issues, and educational videos. Also, the algorithm of the application provides the content for learners according to their preferences. In addition, on TikTok, learners can watch videos multiple times; thus, they understand better, and they remember easily. It makes learning more interactive and engaging, not like the traditional ways such as books (Ibrahim et al., 2023).

From an educational perspective, TikTok is increasingly viewed as a digital learning environment. Anderson (2020) describes TikTok as an interactive platform where users can access diverse multimedia content tailored to their interests, making it highly engaging for learners.

Similarly, Ibrahim et al. (2023) emphasize that TikTok facilitates language learning by providing authentic exposure to real-life communication, allowing learners to improve their listening, speaking, and vocabulary skills through repeated viewing and interaction.

In the context of language acquisition, Zaitun et al. (2021) argue that TikTok functions as a supportive learning tool that enhances students' confidence and motivation, particularly in speaking activities. Moreover, Tran (2023) highlights that TikTok promotes vocabulary development by combining visual, auditory, and contextual learning, as well as enabling interaction among learner

Numerous studies were driven by these rawansyah et al. (2024) employed a quasi-experimental design to investigate TikTok's educational videos on students' vocabulary mastery, revealing significant improvements through short, accessible formats and concluding that TikTok transcends mere entertainment as a vocabulary tool.

Similarly, Maria and Sujarwati (2025) compared experimental and control groups, finding notable gains in vocabulary mastery from TikTok short videos, though they recommend further research across proficiency levels and language skills. Xavierine et al., (2025) explored learners' perceptions, highlighting TikTok's engagement via subtitles and visuals, yet noting its "underexplored" role in TESOL research—particularly for vocabulary development in writing. These findings affirm TikTok's potential while signaling a critical research gap in this domain.

1.2.3.3. TikTok and language learning

TikTok can be an effective tool for enhancing students' speaking skills thanks to its specific features; students are able to learn in a positive and enjoyable way. Moreover, this application facilitates access for both teachers and learners. Thus, the learning process becomes more exciting. And incorporating TikTok into English lessons increases students' confidence in speaking, since their scores were improved (Zaitun et al., 2021). In addition, language learners have more opportunities to connect with others and practice their skills through social media, and one of these platforms that become very popular is TikTok. It enables users to share and create short videos, which often contain music. TikTok generally is related to entertainment, but also, it can be an effective tool for learning. This platform is useful for language learning, as it exposes learners to real-life language; when learners watch videos of native speakers, they automatically enhance their listening skills, comprehension, and vocabulary. Moreover, learners can practice speaking,

pronunciation, and writing through its videos. TikTok fosters an interactive network as learners can share resources and have support (Ibrahim et al., 2023)

1.2.3.4. Enhancing Vocabulary through TikTok

Numerous studies have been conducted to prove the efficacy of TikTok in improving vocabulary. To start, Tran (2023) conducted a study in Vietnam to investigate the impact of TikTok on the vocabulary learning of English major students at Thu Dau Mot University. Data were gathered using questionnaires, controlled experiments, and organized interviews. Students stated that this platform increases their skills and vocabulary learning; they felt more assured and encouraged in their English when using TikTok. Among the advantages of TikTok are learning through videos and the ability to interact with classmates and other learners and to practice English in a motivated way. They also declared that they can easily memorize new words and vocabulary; they liked how TikTok was easy to use in studying anytime and anywhere.

Another study was held in Indonesia to determine the university students' perspective on utilizing TikTok in learning English vocabulary. Students from private and public universities in Bandung, Jakarta, and Lampung were surveyed; the results gathered showed positive attitudes toward TikTok, and students agreed that it can be used in learning. According to this study, there are many advantages to using TikTok; students can watch videos repeatedly without the presence of the teacher. Also, listening to native speakers in videos enables learners to learn the correct accent (SimanungKalit & Katemba, 2023).

Furthermore, Rama et al. (2023) at SAMAN Bandar Lampung conducted a study. It is a pre-experimental research study, a quantitative method, and results were obtained through a questionnaire. In this study, the population was 192 students with cluster sampling. The key reason behind this study is to know and learn more about the impact of social media forms like TikTok on pupils' vocabulary development; the overall results showed a positive attitude 21 toward TikTok to learn vocabulary. Accordingly, students enjoy learning English vocabulary through TikTok video activities. They claimed that this platform was a powerful tool. They became conscious of the importance of learning the English language, as TikTok features such as short videos that contain interesting content and save time motivate them. It enables them to find word meaning quickly. Also, memory retention is increased as they can save videos and watch them later.

1.2.3.5 Advantages and disadvantages of TikTok in enhancing vocabulary

Many studies point out the usefulness of TikTok and vocabulary development. To illustrate, TikTok as a social media platform plays a crucial role in improving students' vocabulary. Many students found difficulties and challenges in learning vocabulary because it takes time, and it is challenging; therefore, teachers should make the learning process more engaging and interactive (Rahmawati & Anwar, 2022). TikTok is preferable among students rather than books, since it embodies exciting features that keep them engaged in their learning (Erwani et al., 2022).

Moreover, Fei and Li (2024) concluded that the TikTok-based blended learning model is effective. Participants acknowledge the usefulness of this platform, since the learning is flexible and they can learn anytime and anywhere. They found it more interactive and educational and more adequate.

Another study by Juwita and Syahputra (2024) also mentioned that using TikTok develops student motivation and engagement and increases their vocabulary learning; therefore, it is preferable to develop more creative programs that use social media platforms in language learning.

Additionally, Choo and Khalid (2024) stated that learners learn vocabulary since they are exposed to content creators that are natives, and they use authentic accents and language. Also, learners are very motivated because TikTok embodies different content; thus, they can choose any topic that is related to their interest, and automatically, they will remember the information more, and most importantly, it is free.

Despite these advantages, the drawbacks of TikTok in learning that cannot be overlooked. For instance, TikTok is not able to ensure that content creators have enough academic knowledge, teaching strategies, and skills. Even though some of them show their qualifications, others have not shown any proof about their experiences in teaching. Moreover, complex language and concepts are hard to explain in TikTok videos, as they are limited to 60 seconds, and in this case, videos should be divided into many videos; however, splitting them does not assure that viewers will visit the creators' profile and continue watching the rest of the videos. Additionally, content creators can teach online, but they do not know the level and language proficiency of viewers; thus, they usually make simple lessons for basic language levels (Duan, 2023).

The following table summarizes the benefits and limitations of this platform :

Table 2: Advantages and drawbacks of TikTok

Advantages	Drawbacks
Motivating and engaging	Unqualified creators
Repeated viewing improves memory	Limited video duration
Authentic vocabulary exposure	Complex topics hard explain
Flexible learning	Mostly basic-level lessons
Interest-based content	Educational distraction
Free and accessible	Less dependence on books

Source : Authors' data

Conclusion

In conclusion, this chapter provided the contextual and theoretical foundation of the study by outlining the educational setting, teaching practices, and challenges faced by learners, while also reviewing key literature on vocabulary and the role of digital tools, particularly TikTok, in language learning. However, despite the growing body of research on TikTok in education, most studies have focused on general language learning or vocabulary acquisition in contexts outside Algeria. There is still a lack of research investigating the impact of TikTok's educational videos on learners' vocabulary use in writing, especially within the Algerian middle school context. More specifically, no previous studies have addressed this issue among young learners. This gap highlights the need for further investigation into how TikTok-based learning can influence learners' ability to use vocabulary effectively in written production. Therefore, the present study aims to fill this gap by examining the impact of TikTok's educational videos on learners' vocabulary use in writing. The following chapter will outline the methodology adopted, including the research design, data collection procedures, and research instruments used to achieve the objectives of this study.

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Introduction

The current chapter deals with the field study, presenting the practical aspect of the research as it outlines the research methodology. and presents the investigation process. The present research work relies on two research tools; it first starts by analysing and discussing the obtained data from the pre and post-test of students written productions to measure the impact of the educational TikTok video shown to pupils on their use of vocabulary in writing. Moving to the analysis of the interview with pupils to gain a deep understanding of pupils perceptions of writing and their attitudes toward the use of TikTok in educational setting specifically in writing

2.1 Research Design

The primary objective of this research is to figure out how TikTok educational videos influence writing. Therefore, in order to answer the study questions, a well-structured research design is required. The current research adopts a mixed research method approach as it seeks to measure vocabulary acquisition and improvement in writing as well as exploring pupils attitudes and perspectives in depth. This design is the most suitable for the present study as “it is useful to a researcher who wants to explore a phenomenon but also wants to expand on the qualitative findings” (Creswell, 2009,). The mixed method can be defined as a method in which “the practitioner-researcher first collects quantitative data and then gathers additional qualitative data in order to help support, explain, or elaborate on the quantitative results” (Creswell, 2005, as cited in Mertler, 2017). To collect data for this study, the researchers carried out a pre and post test with 1MS pupils in the mentioned school in the quantitative phase. As for the qualitative phase the researchers had an interview with five pupils from the same sample. This triangulation aims to enhance the credibility and validity of the study.

2.2. Research setting

The present study was conducted at Menaouer El Hadj Middle School Relizane , Algeria, during the school year 2025-2026. This school was chosen since one of researchers is a fully responsible teacher in this school, and the pupils chosen were assigned to her facilitating the way to conduct the study .The research setting, Menaouer El Hadj Middle school , is an institution that operates under the Ministry of National Education .

2.3. Population and Sample

Kothari(2004) emphasises the importance of utilising a sample.in which he said "Sampling is the process of selecting a portion of the population to represent the entire population. The sample selected should be representative of the population so that valid and reliable inferences can be made." (p. 55) . In this research , convenience purposive sampling is the most appropriate . for the pre and post test i.e quantitative phase "In purposive sampling, researchers intentionally select individuals or groups that are especially knowledgeable about or experienced with a phenomenon of interest." (Creswell & Poth, 2018, p. 158) The researchers opted for one class with 45 pupils representing approximately 20% of the entire IMS population at Menaouer El Hadj Middle School.this class was purposively chosen because it was assigned to the teacher researcher .To make learners at ease mainly that they are young and any other external factors as discomfort and anxiety may affect the data collection process . In addition learners are familiar with TikTok videos in daily life or at class though the teacher usually tend to generate these kind of videos via Artificial intelligence. yet ,they are quite similar which justify the choice of the sample .

Concerning the second sample that is used for qualitative data collection , maximum variation sampline was chosen by selecting five pupils with different levels , Creswell and Poth(2018) discuss maximum variation sampling as a purposeful strategy to select participants that represent diverse perspectives.. "Maximum variation sampling is a strategy in which the researcher purposefully samples participants that are quite different on certain characteristics to document unique or diverse variations that have emerged in adapting to different conditions." (Creswell & Poth, 2018, p. 162)

To effectively anticipate data collection , researchers must adhere to strict ethical considerations regarding the participants and setting of the study to ensure the integrity of the study and respecting the participants rights Creswell (2014). The researchers made efforts to ensure that participants' guardians and the administration are fully informed about the title of the research, its purpose and benefits, respecting the research site, maintaining confidentiality, and cooperating with participants. Additionally, researchers stayed away from any bias, manipulation, or misrepresentation of data, and ensured transparency in data analysis and

interpretation..Furthermore pupils identities remained confidential to ensure their privacy and they were fully aware that their responses will not affect their academic marks.

2.4.Research Instruments:

Data collection is the process by which information is gathered from different resources to answers the research questions test hypothèses and assess outcomes . Careful selection of tools ensure relevant collection of data to save time and adress the aims of study successfully. These tools can be categorized as quantitative or qualitative depending on the research nature and the aim the researcher wants to accomplish.

This study opted for both quantitative and qualitative instruments. Two primary tools were used: the first is a quantitative tool consisting of pre- and post-tests administered to 45 IMS pupils; the second is a qualitative instrument in the form of interview conducted with five pupils of different proficiency levels. Each instrument provides valuable and distinct insights, and when used together, they serve to gather a larger amount of data and yield a greater understanding of the research problem.

2.5 Data Collection Procedure

" Data triangulation is the use of a variety of sources in a study and methodological triangulation is the use of multiple methods to study a single problem or program." (Patton , 2002) The researchers followed several steps to achieve the research aims. The first step was related to quantitative data collection, in which the researchers administered a pre- and post-test to 45 pupils on April 5th during a tutorial session, noting that learners were already acquainted with the theme of the video presented in the second sequence that they had studied. On the following day, five pupils of different proficiency levels were selected to participate in an interview with their teacher, with the approval of both the school administration and the pupils themselves. This second step represented the qualitative phase of the research.

Since the study was conducted with 45 pupils, the large class size and time constraints were the main challenges. Moreover, learners felt exhausted after being asked to write two paragraphs at once. Technical issues also arose, such as low volume despite the use of speakers; however, the researchers managed to complete the study successfully

2.5.1 Quantitative Data Collection

During this phase, learners first underwent a pre-test in which they were asked to write a paragraph of four to five lines about their favourite teacher, a theme related to the school life sequence. The teacher explained the instructions and provided the necessary scaffolding. After that, learners watched a TikTok video about the same topic; it was cartoon-style, featuring simple English and subtitles, with a duration of one minute. The teacher played it several times to give slower learners a fair opportunity as the other learners. Immediately after, learners were asked to write another paragraph about their favourite teacher in order to assess whether they had used the vocabulary highlighted in the video. Conducting the pre and post-test aimed to evaluate the intervention of TikTok videos in writing specifically vocabulary use. This is to measure any improvement from the pre test

2.5.2 Qualitative Data Collection:

This method of data collection aims at investigating the attitudes of IMS pupils toward written productions, the encountered challenges and their perceptions about using TikTok videos in using new vocabulary in writing .

An interview was conducted following the post test of writing and involved five pupils from the original sample to gain depth understanding of pupils attitudes and perspectives. The pupils were purposively selected based on their proficiency levels to ensure data validity the selected learners represented a range of different abilities: excellent, good, average, below average, and very weak. Each interviewee was asked five questions and tolerated to answer in their first language (L1) to facilitate the genuine expressions of their attitudes without linguistic barriers considering their beginner status and young age.

2.6 Data Analysis Methods

After collecting the data quantitatively through the pre and post test tool and qualitatively via the interview with five pupils. Here comes the time of analyzing the collected information. Concerning the pre and post-test ; the paragraphs of the two phases were corrected using a a check list (yes / no) based on specific criteria .presented as follow :

Table3*The correction checklist*

Criteria	Yes	No
Vocabulary Use		
Accuracy		
Spelling		
Sentence Structure		
Grammar		
Coherence		
Excellence Level		

Source : (authors' data)

The results of pre and posttest were compared and presented using charts and percentages to illustrate changes. For the interview, the respondents answers were reviewed and classified thematically based on the major themes that occurred to gain deeper insights about pupils perspectives. The researchers used the following table to correct spupils paragraphs in pre and post phases

2.7. Presentation and Analysis of Results

2.7.Presentation and of the pre-test and post test Results

The post-test results reveal a noticeable improvement in students' writing performance across most of the assessed criteria, indicating the positive impact of the implemented instructional intervention. Compared to the pre-test, learners demonstrated stronger control over vocabulary use, grammar, sentence organization, and coherence in their written production. The findings suggest that students became more confident and capable of expressing their ideas in a clearer and more organized manner.

The following table demonstrate the difference between the pre and post test results based on the first criteria 'vocabulary use'

Table 4*Comparison of pre and post test based on Vocabulary Use*

Test phase	Pre-test	Post-test
Vocabulary Use	85%	94%

Source : Authors' data

As it is shown in the table , a very high percentage of learners demonstrated competence in Vocabulary Use in post-test (94%) compared to the pre-test results that were (85%), reflecting an improvement in students' lexical repertoire and their ability to use more appropriate and varied words in context. Learners produced sentences such as "Our English teacher encourages us to participate in classroom activities," which show a richer and more meaningful use of vocabulary compared to the pre-test. This improvement may be linked to increased exposure to language input and vocabulary practice through educational activities and digital content.

Similarly, the results for accuracy (89%) in the post test differ from the results in pre-test (79%). In the initial phase of the test learners did not have control over language forms and sentence construction. However in the second phase of the test, pupils were able to write clearer and grammatically more accurate sentences such as "I completed my homework before attending the English class," and "My classmates enjoy learning new vocabulary through videos." These examples demonstrate progress in the correct use of verb forms, sentence order, and language conventions. Although some minor mistakes still appear, the overall level of accuracy improved considerably compared to the pre-test results . The table that follows highlights the shift in results between the pre- and post-test phases under the accuracy criterion :

Table 5*Comparison of pre and post test based on Accuracy*

Test phase	Pre-test	Post-test
Accuracy	79%	89%

Source : Authors' data

Sentence structure also showed significant progress from (64%)in the initial phase to (84 %) in the second phase , suggesting that learners became more capable of producing longer and

more complex sentences. Instead of relying only on isolated short sentences in pre-test , many students were able to combine ideas effectively. For example, learners produced sentences like “I enjoy studying English because it helps me communicate with people from different countries.” Such structures reflect improvement in the use of connectors and the development of more elaborated written expression The data in the table and chart below reflect the changes between pre- and post-test scores according to Sentence Structure criterion.

Table 6

Comparison of pre and post test based on Sentence Structure

Test phase	Pre-test	Post-test
Sentence Structure	64%	85%

Source : Authors' data

The findings further reveal improvement in spelling and grammar . The pre-test score in grammar was (51%), while the post-test score reached (76%); For spelling criterion , Results moved from (56%) in the initial phase to (79%) in the final phase Students made fewer spelling mistakes and showed better awareness of grammatical rules. Words that were previously misspelled, such as “classroom” and “library,” appeared more accurately in the post-test writings. In grammar, learners demonstrated better control of verb tense and subject-verb agreement, producing sentences like “He studies English every evening,” instead of “He study English.” Despite the persistence of some errors, the reduction in mistakes indicates that students gained a stronger understanding of language mechanics and writing conventions; this shift is clearly demonstrated in the table below :

Table 7

Comparative Overview of Grammar and Spelling Across Pre- and Post-Test Phases

Test phase	Pre-test	Post-test
Grammar	51%	76%
Spelling	56%	79%

Source: Authors' data.

The most remarkable progress can be observed in coherence and excellence level ;The table and chart below illustrate the progress of both coherence and excellence criteria in pre and post test :

Table 8

Comparative Overview of coherence and excellence Across Pre- and Post-Test Phases

Test phase	Pre-test	Post-test
Coherence	41%	74%
Excellence	25%	61%

Source : Authors' data

As demonstrated in the table, coherence scores increased from (41%) in the pre-test to (74%) in the post-test. and excellence Results moved from (25%) in the initial phase to (61%) in the final phase. Learners became more capable of organizing their ideas logically and connecting sentences smoothly through the use of linking words and clear progression of ideas. For example, students wrote paragraphs such as: "I go to school every morning. First, I attend my English class where we learn new vocabulary. Then, I work with my classmates to complete writing activities. After the lesson, I revise my notes at home." This reflects a clearer organization of ideas and improved paragraph development compared to the disconnected sentences observed in the pre-test. The improvement in coherence suggests that learners developed greater awareness of how to structure and sequence ideas effectively in writing

Overall, the post-test results demonstrate that students achieved meaningful progress in their writing performance.

The following chart represents comparison between all criteria in pre and post test :

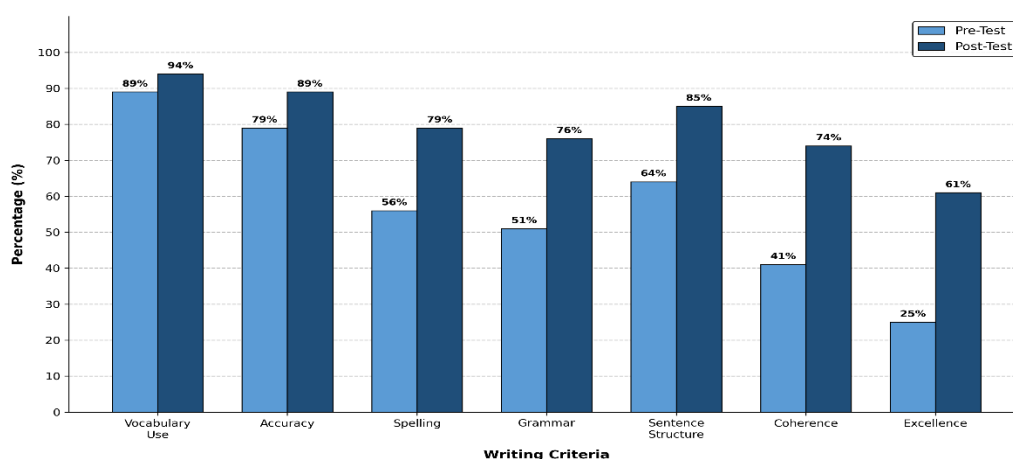


Figure 3: Pre- and Post-Test Comparative Analysis of the 7 criteria in pupil's writings

Source : Author's data

The following chart clearly shows that all the evaluation among the seven criteria has known a noticeable progress after the intervention of tiktok video as an instructional tool .

2.7.2 Analysis and interpretations of the interview

The interview data were analysed using thematic analysis, following the steps of familiarization, coding, and theme development. The following explanations will discuss the main themes: Pupils' Attitudes Towards Writing, Perceived Comprehensibility of TikTok Educational Videos, Vocabulary Acquisition Through Video Exposure , Integration of Acquired Vocabulary in Writing and Learners' Attitudes and Preferences Toward TikTok as a Learning Tool which emerged from a thematic analysis of students' responses for the five question .

- ***Pupils' Attitudes Towards Writing:***

To understand students attitudes toward writing; learners were asked if they like writing. Most pupils (P1, P2, P4, and P5) expressed a positive attitude towards writing in English despite the complexity of writing as a productive language skill, indicating they generally like writing. However, pupil P3 showed a negative attitude, preferring listening and speaking over writing as he noted “ I don't like writing I prefer listening and speaking “. This suggests that while writing is favored by the majority, some learners may feel more comfortable with other language skills

A sub theme relatd to pupils attitudes that arose from students answers is the perceived difficulty of writing . Among those who like writing, P1 and P2 find writing easy, which may

indicate confidence or proficiency at their level. On the other hand, P5 finds writing hard, specifically due to difficulty in expressing themselves and vocabulary limitations. For instance p4 stated : “I don't find words. I know them in Arabic but not in English”. P3’s preference for listening and speaking also highlights challenges with writing .

This variation in attitudes and perceived difficulty about writing may partly explain why the improvement in writing quality between pre-test and post-test was moderate.

- ***Perceived Comprehensibility of TikTok Educational Videos***

In order to test the comprehensibility of the TikTok’s video ; pupils were asked if they encountered the video easy to be understood. The majority of pupils found the video easy to understand, which suggests that the TikTok educational videos are generally clear and accessible. P1 said, “*It was quick but very easy to understand,*” and P3 shared, “*It was easy, and I can remember many things about the video, even the people in it.*” However, p4 and p5 experienced difficulty with certain words, indicating that vocabulary might still present a challenge. For example, P4 said, “*I could understand some words only.*”.

As for the factors that influenced how well pupils understood the video. Visual aids like pictures helped pupils grasp difficult words, P2 explained, “*Only some words were difficult but with pictures I could understand them.*” Subtitles also played a crucial role; P5 said, “*They didn’t pronounce every word, but when I saw the writing (subtitles), I could understand.*” The speed of the video was another factor, with P5 mentioning it was “*a little bit fast,*” and P1 noting it was “*quick.*” These insights highlight the importance of multimedia support and appropriate pacing in video content for effective learning.

One pupil (P3) noted that they could remember much about the video, which indicates strong engagement and effective information retention. P3 stated, “*I can remember many things about the video, even the people in it.*” This suggests that the videos not only facilitate comprehension but can also enhance memory of the material, a positive outcome for educational purposes.

- ***Vocabulary Acquisition through Video Exposure***

Pupils were asked to give some words that they still remember to assess the vocabulary acquisition from the exposure to the video, from their responses ,it appears that Most of them

were able to recall several new words they had learned through the videos, such as “easy,” “kind,” “strict,” “fun,” and “learning.” For example, P1 mentioned learning multiple descriptive words that explained why a teacher might be their favourite, while P2 and P4 recalled important key words like “kind” and “fun.” This demonstrates that the videos effectively introduced relevant vocabulary that pupils could remember and associate with meaningful contexts.

Additionally, the ability to recall full expressions emerged as a sub-theme, as noted by P3 who remembered the phrase “*I like Miss Sara because she makes learning easy and fun,*” suggests that some pupils internalized not only individual words but also how these words are used in natural language. This deeper level of vocabulary retention indicates that the videos support more comprehensive language learning beyond isolated word recognition.

At the same time, the variation in the number of words recalled from multiple words by some pupils to only a single word by others reflects differing levels of vocabulary retention among learners. This variation highlights the importance of continued exposure and reinforcement to maximize vocabulary learning through such educational videos.

- ***Integration of Acquired Vocabulary in Writing***

The respondents stated that they used actively some of the vocabulary they learned from the videos in their writing. P1 explained, “*I used some of the words because I wrote them in my notebook when we watched the video,*” showing that taking notes helped with later application. Similarly, P2 stated, “*Yes, I directly remembered them and used them,*” indicating immediate transfer from learning to writing. Even P3 acknowledged using some new words, although they preferred their own vocabulary, saying, “*I used some of them but I prefer my own vocabulary.*” This highlights that TikTok videos can encourage learners to incorporate new vocabulary in their writing practice.

A sub-theme that occurred in learners' answers is the limited or Selective Usage. Some pupils used the new vocabulary sparingly or selectively. P4 shared, “*I only used one word,*” reflecting limited usage. These responses suggest that although learners are exposed to new words, they may still feel more comfortable relying on known vocabulary, possibly due to confidence or habit. Additionally, some pupils found a significant barrier in using new vocabulary

which is forgetting how to spell the words. P5 said, *“I didn’t because I forgot how to write the word,”* which demonstrates that retention challenges, especially spelling, can hinder the transfer of vocabulary from recognition to active use. This highlights the need for additional strategies, such as writing practice or spelling reinforcement, to support fuller integration of new vocabulary into writing

- ***Learners’ Attitudes and Preferences Toward TikTok as a Learning Tool***

Pupils’ answers demonstrated a positive attitude toward learning with TikTok videos. P1 said, *“I like learning using TikTok; it’s not boring,”* highlighting engagement as a major benefit. P3 reinforced this by sharing, *“I really like them, and when I go home, I always watch similar videos,”* indicating a strong interest beyond class. P5 also enjoyed video learning, noting, *“I enjoy learning with videos but when they are slow and easy.”* This theme shows that multimedia content on TikTok can motivate learners and make studying more enjoyable.

While TikTok videos are popular, some pupils appreciate using other tools as well. P2 mentioned, *“Yes, but I like using flashcards also,”* suggesting that a variety of learning resources can support vocabulary retention and understanding.

Furthermore, other pupils emphasized the importance of clear and slow explanations to support their learning. P4 said, *“It’s good, but I prefer when the teacher explains slowly and uses simple words when writing them.”* P5 echoed this preference for slower pace, which helps learners process information better. This highlights the need to balance engaging video content with clear, accessible explanations to maximize learning effectiveness.

Conclusion

This chapter has been mainly concerned with the analysis of the data gathered through the employment of the mixed method involving the pre and post test as instruments for quantitative data collection, and the interview as tool for quantitative data collection, in an attempt to investigate the extent that TikTok videos affect pupils’ Vocabulary Use in writing. Indeed, the results of pre and post test have shown that there is a remarkable improvement among the seven criteria used to evaluate pupils writing, the results revealed a progression of scores in post test after the integration of TikTok’s videos.

The interview, on the other hand, has helped to figure out learners' perspectives about writing and using TikTok's as an educational tool. The findings of the interview also confirmed that pupils do prefer writing yet they find difficulties in writing, and they also tend to like the use of visuals such as TikToks in their learning process mainly in writing.

Chapter Three

Discussion, Implications, and Limitations

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Introduction

The present chapter is devoted to examine the findings of the collected data through both quantitative tool via pre- and post-test and qualitative means through interview with some 1ms pupils at Menaouer El Hadj Middle School. This chapter synthesizes these findings from the second chapter in relation with literature review of the study, it involves also implications for both pupils and teachers ,limitations of the currents study and scope for future research.

3.1. Summary of the findings

The results obtained from the analysis and interpretation of the sequential explanatory mixed method design in which two selected data collection tools were employed, as they provided sufficient answers to the research questions as well as a confirmation to the hypotheses. The findings indicated that first-year middle school pupils do indeed face vocabulary-related difficulties in writing, that TikTok educational videos can impact their vocabulary use in writing though with important qualifications, and that effective integration of TikTok requires pedagogical scaffolding and teacher guidance. In fact, engaging in writing with adequate vocabulary is a challenge since this is one of the most complex skills as approved by many scholars (e.g., Nunan, 1989), and concluded after having pre-tested the sample by the researcher. The mean scores estimated across the seven criteria revealed that pupils demonstrated considerable improvement in most writing dimensions, particularly in coherence (41% to 74%) and excellence (25% to 61%), though gains were more modest in vocabulary use itself (89% to 94%). The quantitative phase provided concrete statistical evidence of improvement of post-test scores when comparing them to pre-test scores.

Concerning the first Research Question, when examining vocabulary-related difficulties that 1MS learners face when writing in English, the answer confirmed the first hypothesis. The pre-test results, combined with interview data, confirmed that pupils indeed struggled with vocabulary-related writing challenges. Pupils articulated their own difficulties clearly: P4 stated, "I don't find words. I know them in Arabic but not in English," capturing the receptive-productive vocabulary gap; P5 noted difficulty expressing ideas due to vocabulary limitations. The 89% in vocabulary use in pre-test , indicated that while pupils could use some vocabulary appropriately, many still struggled with selecting varied vocabulary choices. Additionally, the qualitative data revealed that pupils' difficulties extended beyond mere vocabulary size to include spelling

accuracy (pre-test 56%), which prevented them from producing written forms of words they recognized orally. The interview data confirmed that vocabulary limitations were indeed a primary constraint on pupils' writing. Moreover, pupils' interview responses about struggling to recall or spell new vocabulary matched the quantitative evidence of moderate spelling gains. Thus, the hypothesis stating that 1MS learners struggle with writing in English due to limited vocabulary knowledge, which leads to spelling mistakes, incorrect word use, and difficulty expressing ideas is confirmed.

Concerning the second research question investigating how TikTok educational videos impact the writing vocabulary of 1MS pupils, the answer was similarly confirmatory. The post-test results revealed an improvement in vocabulary use from 89% to 94%, demonstrating that the TikTok intervention did support vocabulary use in writing. Moreover, the interview data revealed more complex findings. Pupils demonstrated clear vocabulary retention since they could articulate words learned from the video such as "kind," "fun," "strict," and expressions such as "makes learning easy and fun." P3 notably recalled the fuller expression rather than isolated words. Yet when asked about their actual use of these words in the post-test writing task, responses varied considerably. P1 used vocabulary and employed a note-taking strategy; P2 directly remembered and used words; but P4 reported using only one word, and P5 could not use words because they forgot the spelling. This variation suggests that the interactive and visually engaging nature of the TikTok video did support vocabulary learning for some pupils, but that comprehension and retention alone did not automatically translate to productive use for all pupils. The video's visual clarity, subtitles, and narrative engagement are factors that made it comprehensible. Pupils explicitly identified these features as supporting their understanding. P2 stated, "Only some words were difficult but with pictures I could understand them," and P5 noted, "*When I saw the writing (subtitles), I could understand.*" Thus, the hypothesis that TikTok videos with interactive and visually engaging content will be most effective in enhancing writing vocabulary is partially confirmed: the visual and interactive elements did support comprehension and vocabulary learning.

Concerning the third research question exploring how educators can effectively integrate TikTok into their writing vocabulary instruction, and the hypothesis that integrating TikTok into vocabulary instruction will increase student engagement and motivation, the findings were

confirmatory with important specifications. All interviewed pupils expressed positive attitudes toward learning with TikTok, with engagement and motivation being explicitly cited. P1 stated, "I like learning using TikTok; it's not boring," capturing the core motivational benefit. P3 demonstrated extended engagement, noting, "I really like them, and when I go home, I always watch similar videos," indicating that the intervention sparked intrinsic motivation extending beyond the classroom. These findings confirm that TikTok can indeed increase student engagement and motivation. However, the interview data revealed some conditions for such engagement successfully realize the learning outcomes. Pupils expressed preferences for complementary approaches and teacher guidance. P2 noted, "Yes, but I like using flashcards also," indicating that pupils value multimodal resources. P4 and P5 emphasized teacher support: "It's good, but I prefer when the teacher explains slowly and uses simple words when writing them" (P4), and preference for slower pacing (P5). These responses reveal that while TikTok increases engagement and motivation, pupils do not view it as a replacement for direct teaching. Rather, effective integration requires using TikTok with teacher explanation,, immediate output practice, and complementary resources. The quantitative data support this finding: the improvement in vocabulary use itself was modest despite high engagement with the video, suggesting that engagement and motivation, while important, require pedagogical scaffolding to translate to substantive learning gains. Thus, the hypothesis that integrating TikTok into vocabulary instruction will increase student engagement and motivation is confirmed; however, the findings indicate that increased engagement and motivation must be coupled with explicit teaching, immediate writing practice, and teacher guidance to effectively enhance vocabulary use in writing.

In summary, all three-research hypotheses have been confirmed by the combined quantitative and qualitative findings. First-year middle school pupils do face vocabulary-related difficulties in writing, even if they tend to like writing confirmed both by quantitative measures and by pupils' own articulated struggles. TikTok educational videos, when well designed with visual and interactive elements, do impact vocabulary use in writing and support vocabulary learning, and integrating TikTok into instruction does increase student engagement and motivation, though effective integration requires careful pedagogical positioning of video within a broader instructional sequence that includes teacher guidance, explicit instruction, immediate output opportunities, and complementary resources. The findings therefore confirm the study's hypotheses.

3.2 Discussion of the findings

3.2.1. Triangulation of Data Collection Methods:

The present study aims at investigating the effect of Tiktok's videos on pupils vocabulary use in writing as well as exploring their attitudes towards this input in the learning process .For this to be achieved , the triangulation from the pre and post tests quantitative tool to the interview as a qualitative tool for data gathering was undoubtedly crucial. . The statistical results identified the areas in which learners progressed, such as vocabulary use, grammar, and sentence structure, but they did not provide deeper information about learners' experiences, attitudes, feelings, or perceptions during the learning process. For this reason, the researchers moved from pre and post test to interview in order to obtain qualitative insights that could complement and explain the numerical findings.

The tests mainly focused on measuring learners' achievement in different writing components, including vocabulary, accuracy, coherence, spelling, and grammar. However, writing development is not influenced only by linguistic competence; it is also affected by psychological and pedagogical factors such as motivation, confidence, comprehension, engagement, and learners' attitudes toward the learning materials. Therefore, the interview was necessary to explore how learners perceived TikTok educational videos and how these videos influenced their vocabulary learning and writing practices.

In addition, the interview allowed learners to express their personal opinions and learning preferences freely. Through their responses, the researchers were able to understand which features of TikTok videos facilitated learning, such as subtitles, pictures, repetition, and contextualized examples. Learners also highlighted the importance of clear explanations and slower pacing for better comprehension. Such information could not be obtained through tests alone because tests only evaluate performance outcomes rather than the learning process itself.

Therefore, the interview discussion served as an essential complement to the pre-test and post-test analysis. It provided deeper explanations for learners' writing performance, clarified the role of TikTok educational videos in vocabulary acquisition and writing development, and offered valuable insights into learners' attitudes, challenges, and learning experiences throughout the instructional intervention.

3.2.2 Discussion of Pre-test and Post-test Results

The analysis and comparison of the pre-test and post-test results conducted at Menaour El Hadj Middle School provide a comprehensive understanding of the learners' writing development throughout the experimental period. The findings reveal a clear progression from basic linguistic competence toward a more structured and meaningful written production, although this development varies across the different criterion

At the pre-test stage, the results indicate that learners possessed a foundational level of writing ability, particularly in terms of vocabulary use (85%). This relatively high percentage suggests that students had already acquired a core set of high-frequency lexical items, enabling them to express simple and familiar ideas related to their immediate school context. Such a result is consistent with the lexical theory proposed by Paul Nation (2001), who argues that mastery of high-frequency vocabulary constitutes a crucial basis for language production. However, a closer qualitative examination of pupil's writing reveals that this lexical competence was largely limited to basic and repetitive word choices, with minimal lexical diversity, and contextual variation. This indicates that vocabulary knowledge was more receptive than productive, and insufficiently developed to support advanced writing performance. While in the post test phase the percentage increased with 5% indicates that pupils moved from receptive vocabulary to productive vocabulary use ,(according tp Nation (2001) pupils could retrieve and use words appropriately in their writings following the exposure to TikTok video.

This improvement can be understood through Krashen's (1985) Input Hypothesis, The TikTok video served as comprehensible input, presenting vocabulary in authentic, meaningful context through native speakers, visual support, and subtitles, making the language accessible to beginner IMS learners. The video exposure provided pupils with rich, comprehensible input containing target vocabulary in communicative context rather than isolated word lists. However, comprehensible input alone is insufficient for developing productive vocabulary use. Swain's (1985) Output Hypothesis suggests that "actively using vocabulary in writing helps consolidate learning and promote deeper lexical knowledge. Writing tasks encourage learners to experiment with new vocabulary, which supports retention." The post-test writing task provided the crucial output phase: pupils were required to produce their own writing using the vocabulary they had

encountered in the TikTok input. This immediate pairing of input (TikTok video) with output (writing task) operationalized Swain's theory. Pupils did not merely receive comprehensible input; they were pushed to produce output, to retrieve and use the newly encountered vocabulary in their own meaningful writing about their favorite teacher.

Grammar criterion at the pre -stage was at 51%, indicating considerable difficulty with verb tenses, subject-verb agreement, and sentence construction. Accuracy was relatively higher at 79%, suggesting that pupils possessed basic control of elementary grammatical structures and could produce simple sentences that were grammatically acceptable at the surface level. However, this apparent accuracy was largely restricted to short and simple sentences. When students attempted to extend their ideas, a noticeable increase in grammatical errors was observed, particularly in verb tense usage and subject-verb agreement. According to Thornbury (2002) knowing a word involves understanding not only its form and meaning but also its use including its grammatical functions and how it operates within different sentence structures. The pre-test results reflect that pupils possessed elementary knowledge of word forms and basic patterns in simple contexts, yet lacked the deeper understanding of grammatical use necessary for extending and elaborating ideas.

Following the TikTok intervention, grammar improved substantially from 51% to 76 while accuracy improved from 79% to 89%. This improvement occurred despite the intervention containing no explicit grammar instruction. Rather, pupils were exposed to correct grammatical models in meaningful, communicative context. According to Krashen's (1985) Input Hypothesis, learners acquire language when exposed to comprehensible input .The TikTok video featured native English speakers using correct grammar and pronunciation, supported by visual context and subtitles, making the input comprehensible for beginner LMS learners. Additionally, the results of the post-test supports Schmidt's (1990) Noticing Hypothesis which suggests that learners must consciously notice linguistic forms in input to acquire them. As pupils watched the video repeatedly, they were exposed to multiple repetitions of correct grammatical patterns, enabling them to notice and internalize grammatical regularities such as consistent verb forms and tense usage without formal instruction.

At the pre-test stage, spelling performance was at 56%, demonstrating that many pupils could only recognize words orally. Sentence structure was at 64%, showing that pupils relied

heavily on simple sentences rather than employing varied syntactic constructions to convey more complex meanings. With the input intervention, spelling improved substantially from 56% to 79% while sentence structure improved from 64% to 85. These improvements reflect the multimodal nature of the TikTok video, which presented vocabulary with correct spelling displayed as subtitles while being pronounced by native speakers. This reinforces the claim that "TikTok videos act as an advanced visual technique, combining moving images and text to enhance memory retention" and that pupils can "watch videos multiple times; thus, they understand better, and they remember easily" (Ibrahim et al., 2023). This multimodal presentation supported pupils' ability to notice and internalize correct spelling forms. When incorporating multimedia resources.

At the pre-test stage, coherence was the most concerning dimension at 41%, revealing that pupils struggled significantly with organizing and sequencing ideas logically. Pupils often produced disconnected thoughts without clear progression or relationship between ideas. Excellence was similarly low at 25%. These low scores in coherence and excellence indicate that pupils lacked the needed writing strategies for producing coherent, well-developed written expression.

Following the TikTok intervention, coherence improved to 74%, while excellence improved to 61%, this improvement in both criteria can be understood through Schema Theory developed by Rumelhart (1980). Rumelhart proposed "writing involves activating prior knowledge (schemas) to produce meaningful text" and that "vocabulary use is influenced by a writer's existing mental representations, so students write better when familiar with context-specific vocabulary." The TikTok video provided pupils with a coherent narrative schema that is a mental model of how to describe a person and justify one's preference. This schema included an organizational structure: introduce the teacher, provide specific characteristics and reasons using target vocabulary, and express overall appreciation. When pupils engaged in the post-test writing task, they activated and applied this schema to their own writing, resulting in more logically organized and sequenced ideas.

Furthermore, Swain's (1985) Output Hypothesis posits "actively using vocabulary in writing helps consolidate learning and promote deeper lexical knowledge. Writing tasks encourage learners to experiment with new vocabulary, which supports retention." The immediate post-test

results reveal that this phase of writing task provided crucial output practice following the TikTok input, requiring pupils to produce their own writing using newly encountered vocabulary and organizational patterns. This input-output cycle facilitated not only improved coherence but also enhanced overall excellence, as pupils' writing demonstrated more sophisticated vocabulary choices, improved grammatical accuracy, varied sentence structures.

The analysis of pre- and post-test results reveals improvements across all seven writing criteria following the TikTok intervention. Pupils progressed from foundational, receptive language knowledge toward more productive, accurate, and coherent written expression; these quantitative data demonstrate that the TikTok intervention effectively supported pupils' writing development. These findings are best understood through the interaction of Krashen's (1985) Input Hypothesis, Swain's (1985) Output Hypothesis, and Schema Theory (Rumelhart, 1980), confirming that when comprehensible input is paired with meaningful output practice, learners develop more advanced writing competence across multiple dimensions.

3.2.3 Discussion of the interview results

The interview data revealed a predominantly positive attitude toward writing among the majority of pupils, though with important individual variations. Four of the five pupils (P1, P2, P4, and P5) expressed general liking for writing despite acknowledging its complexity as a productive language skill. However, P3 explicitly stated, "I don't like writing I prefer listening and speaking," indicating that not all learners find writing equally appealing. This variation aligns with Nation (2001) regarding the importance of individual learner differences in language acquisition. Nation (2001) emphasizes that productive vocabulary use requires not only linguistic knowledge but also positive attitudes and engagement, which vary considerably across learners.

Among those who like writing, P1 and P2 find it easy, suggesting confidence in their writing ability. Conversely, P5 articulated difficulty, noting challenges with "expressing themselves and vocabulary limitations," a constraint that directly reflects Thornbury's (2002) framework. Thornbury (2002) establishes that knowing a word involves understanding not only its form and meaning but also its use including its grammatical functions and how it operates within different sentence structures. P5's difficulty expressing ideas despite having some vocabulary knowledge suggests incomplete word knowledge: pupils may recognize word forms and meanings but lack understanding of how to use those words appropriately in varied

communicative contexts. P4 captured the receptive-productive gap identified in Nation (2001) by stating directly: "I don't find words. I know them in Arabic but not in English." This observation precisely exemplifies Nation's (2001) distinction between receptive vocabulary and productive vocabulary. The variation in pupils' articulated attitudes and perceived difficulties helps explain the moderate quantitative improvements. Learners with greater confidence and high self-esteem toward writing invest higher levels of mental effort, which could lead to greater learning progress; however, those experiencing limitations in word knowledge both in form and use may struggle to transfer newly learned vocabulary into productive use despite comprehending it.

Pupils demonstrated clear retention of target vocabulary such as "easy," "kind," "strict," "fun," and "learning." P3 remembered the fuller phrase: "I like Miss Sara because she makes learning easy and fun," suggesting that pupils internalized vocabulary as meaningful chunks. This aligns with Michael Lewis's (1993) Lexical Approach Theory, which proposes that learners benefit from exposure to lexical chunks rather than decontextualized vocabulary items. However, variation in vocabulary retention was evident, with some pupils recalling multiple words while others retained fewer items, reflecting individual learner differences.

A clear distinction emerged between vocabulary recognition and productive use. P1 demonstrated deliberate strategy, explaining, "I used some of the words because I wrote them in my notebook when we watched the video," exemplifying Schmidt's (1990) Noticing Hypothesis: conscious attention to linguistic forms facilitates acquisition. However, P3 acknowledged selective use, "I used some of them but I prefer my own vocabulary," reflecting Laufer's (1998) observation that learners default to familiar vocabulary despite acquiring new words. P4 reported minimal usage, "I only used one word," while P5 identified a critical barrier: "I didn't because I forgot how to write the word." This illustrates Nation's (2001) receptive-productive distinction: pupils may recognize vocabulary yet lack productive mastery, particularly orthographic form knowledge.

All interviewed pupils expressed positive attitudes toward TikTok as an educational tool. P1 stated, "I like learning using TikTok; it's not boring," highlighting engagement as a major advantage. This aligns with previous studies. For instance, Ibrahim et al (2023) affirmed that "TikTok makes learning more interactive and engaging, not like the traditional ways such as books," while Erwani et al. (2022) noted that "TikTok is preferable among students rather than books, since it embodies exciting features that make them motivated and engaged in their

learning." P3 demonstrated sustained interest beyond the classroom: "I really like them, and when I go home, I always watch similar videos," indicating intrinsic motivation that extends beyond formal instruction.."

The interview findings showed that while TikTok successfully engages pupils and delivers comprehensible input, productive vocabulary mastery requires complementary support. Pupils demonstrated varying degrees of success transferring recognized vocabulary to writing, with some relying on deliberate strategies like note-taking while others struggled with spelling retrieval. Their explicit preference for teacher guidance and multimodal learning approaches confirms that TikTok functions most effectively as a supplementary tool within structured, teacher-guided instruction rather than as an autonomous learning resource.

These qualitative insights align with quantitative improvements , justifies the increase among the 7 criteria and emphasize that technology's effectiveness depends on pedagogical integration and support for moving from vocabulary recognition to productive use.

3.3. Implications for Pupils and Teachers

The outcomes of this study may be of importance for both teachers and pupils to use tiktok's educational videos in their learning contexts in order to motivate pupils for learning a foreign language and for enhancing the pupils' Vocabulary Use in writing skill in natural contexts.

First, the findings of the two instruments demonstrate that pupils are capable of meaningful vocabulary acquisition and writing improvement through engaging, multimodal learning contexts as TikTok . The quantitative improvements across all writing criteria, combined with pupils' own positive perceptions of TikTok-based learning, suggest that young EFL learners benefit psychologically and cognitively from instruction that boost their existing engagement with digital media. Rather than using TikTok as merely entertainment teachers can enhance pupils' intrinsic motivation by integrating educationally designed content into formal instruction.

Moreover, the findings affirm that pupils value authentic, relatable content and clear linguistic models. The vocabulary selected for the TikTok video (describing a favorite teacher) was meaningful to pupils' daily school experience, making it relevant to them . This relevance supported both comprehension and transfer to writing. Teachers should prioritize content selection,

ensuring that vocabulary and topics align with pupils' existing schemas and interests, thereby supporting both initial comprehension and meaningful application.

Additionally, TikTok is most effective as a supplementary, scaffolded tool rather than as autonomous learning content. Teachers should approach video not as a "drop-in" resource but as part of a structured lesson mainly for young beginner learners: introduction and contextual framing before viewing, guided observation during viewing (with support for comprehension), and scaffolded output activities (writing, discussion, vocabulary practice) providing a pedagogically principled framework for technology integration.

Furthermore, the interview data reveal that effective feedback mechanisms between teachers and learners are essential for supporting vocabulary transfer to productive writing. Teachers should check regularly whether the implemented strategies support their vocabulary acquisition and what barriers faced by learners in writing. Additionally, teachers should provide frequent, specific feedback on pupils' writing, highlighting progress in vocabulary sophistication and accuracy while identifying areas requiring continued practice. By maintaining active dialogue with pupils about their experiences with TikTok-based learning and their writing development, teachers can ensure that technology integration remains responsive to learners' actual needs and contributes meaningfully to improvement in writing quality and academic achievement.

3.4. Limitations of the study

To ensure a complete and balanced interpretation of the study's findings, the following limitations should be acknowledged. One key limitation has been the difficulty to find resources for the literature review. There were lack of books and limited previous studies that tackled the role of TikTok in enhancing vocabulary as well as there was a lack of books that explain theories of vocabulary learning.

Additionally, the present research was conducted employing a sample of 45 pupils representing the first-year middle school level at Menaouer El Hadj Middle School in Relizane. While this sample provided rich data and showed meaningful results within a controlled context, the findings reflect the specific characteristics of this context rather than the broader IMS population across Algeria.

Despite the limitations of this study, both quantitative and qualitative findings demonstrate that the intrusion of TikTok's educational videos has a noticeable impact on pupils' Vocabulary Use in writing.

3.5. Scope for future research

The issue addressed in our research is valuable and needs to be investigated further, particularly with the growing use of ICTs in educational contexts. For a more comprehensive and valid study addressing this issue, future research may target a larger population consisting of a variety of respondents to obtain a richer mixture of information that would help analyze the problem more thoroughly. Besides, varying the data collection instruments would also help researchers examine the problem from different perspectives. It could be useful to include classroom observation to view pupils' behavior during the learning process.

Accordingly, researchers may work on long-term objectives by conducting a study over an entire academic year rather than a short-term study to measure and explore the effect of TikTok in educational environments. Furthermore, future research needs to investigate the impact of this intervention on other language skills such as speaking fluency, listening comprehension, and reading.

Conclusion

This chapter has been concerned with the analysis and discussion of the different data collected in this investigation. The findings obtained from both the pre- and post-tests and the interviews provided sufficient answers to the research questions and confirmed the three hypotheses. In considering the difficulties 1MS pupils encounter in vocabulary use within their writing, the researchers provided pedagogical implications for both teachers and pupils, along with a set of recommendations to integrate TikTok educational videos as a supportive multimedia tool within structured, teacher-guided instruction. The limitations of the study have been acknowledged, and suggestions for future research have been proposed to extend this work through larger samples, longer implementation periods, and exploration of other language skills. Thus, a strong willingness and a serious engagement from both teachers and pupils are needed to attain these academic goals and to bridge the gap between vocabulary recognition and productive use in writing.

General Conclusion

In recent years, the widespread use of digital communication has led to the increasing integration of social media into people's daily lives. Social media platforms such as TikTok have also contributed in the educational context. The use of this application has largely spread among students. Hence, the present study This study is crucial since it provides insights regarding such applications as an academic tool. Hence, the present study sought to investigate the impact of TikTok educational videos on the vocabulary use in writing of first-year middle school pupils at Menaouer El Hadj Middle School Relizane Algeria and to gain deeper insights about pupils' attitudes toward the use of this platform in vocabulary usage in writing. This study is crucial since it provides valuable insights into the effectiveness of such applications as academic tools and offers practical implications for integrating digital media into EFL classrooms.

This research was guided by three main research questions investigating the vocabulary-related difficulties faced by 1MS learners, the impact of TikTok educational videos on their writing vocabulary, and the ways teachers can effectively introduce TikTok into vocabulary instruction. To address these questions, the researchers opted for a sequential explanatory mixed-method design, combining quantitative data collected through pre- and post-test to measure statically the impact of the tiktok videos followed by qualitative data gathered through interview to deepen the understanding of this phenomena. A sample of 45 pupils took part in the quantitative phase, while five pupils representing different proficiency levels were selected through maximum variation sampling for the qualitative phase. The data collected from the pre- and post-tests were analyzed quantitatively by calculating the percentages of pupils' performance across the seven writing criteria and comparing the results to measure improvement. The qualitative data from the interviews were analyzed thematically by identifying the main themes that emerged from pupils' responses and interpreting them in relation with the research questions.

The findings of both instruments confirmed the three hypotheses formulated in this study. The quantitative results revealed meaningful improvements across all seven writing criteria after the TikTok exposure. The results showed that vocabulary use increased from 89% in the pre-test to 94% in the post-test, indicating that pupils were able to move from receptive recognition to productive use of new lexical items in their writing. To confirm that the integration of TikTok enhanced pupils vocabulary use in writing. The qualitative results as well, revealed that pupils held predominantly positive attitudes toward TikTok as a learning tool, which supported their

vocabulary acquisition and use through visual aids, subtitles, and meaningful contexts. However, the interview data also showed that pupils could not exclude teacher guidance and complementary resources, indicating that TikTok is most effective for vocabulary development when integrated within structured, teacher-supported instruction rather than used as a whole learning resource.

Based on these findings, the study offers important pedagogical implications for both pupils and teachers. Pupils are encouraged to engage actively with multimedia content, develop their own learning strategies, and seek feedback from their teachers. Teachers, in turn, are invited to integrate TikTok educational videos thoughtfully within their lessons, ensuring that the content is comprehensible, relevant, and supported by scaffolded writing activities and continuous feedback.

Despite the meaningful insights Gained by this research, certain limitations should be acknowledged. The study was conducted with a relatively small sample drawn from a single school. Nevertheless, the constraints suggest that further research is needed to extend and validate the results. Future studies could involve larger and more diverse samples, and the exploration of TikTok's impact on other language skills such as speaking, listening, and reading.

In conclusion, the present study highlighted the growing relevance of integrating digital tools such as TikTok into the EFL classroom, particularly in the Algerian middle school context. Teachers and pupils must integrate effectively these multimedia tools in the learning process to enrich the language learning experience. With careful pedagogical integration, TikTok can serve as a valuable resource that supports Vocabulary Use in writing , motivates learners, and contributes to the broader goal of enhancing communicative competence in English as a foreign language.

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Appendices

Appendix A

The test's writing topic

Pupils were given this instruction and the teacher explained it according to their level:
"Your friend wants to know about your favorite teacher at school. Write a short paragraph in which you tell him about your favorite teacher, the subject he/she teaches, and tell him why you like this teacher."

Appendix B

The Interview with pupils

Interview Questions:

Question 1: Do you like writing in English? Why or why not?

Interviewee:

Question 2: Did you find the TikTok video easy to understand? What helped you understand it?

Interviewee:.....

Question 3: Which words or expressions do you remember from the TikTok video?

Interviewee:

Question 4: Did you use the new words from the video in your writing? If yes , mention some

Interviewee:

Question 5: Do you like learning English with TikTok videos? Why or why not?

Interviewee: