



**An-Najah National University  
Faculty of Graduate Studies**

**THE PERSPECTIVES OF EFL STUDENTS FOR  
USING TIKTOK TO ENHANCE CREATIVE  
THINKING IN LEARNING SHORT FICTION IN  
PALESTINIAN HIGHER EDUCATION**

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**This Thesis is submitted in Partial Fulfillment of the Requirements for the  
Master's Degree of Methods of Teaching English Language, Faculty of Graduate  
Studies, An-Najah National University, Nablus, Palestine.**

**2025**

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## Dedication

This dedication is incomplete without a proper acknowledgment of the unyielding support and love of my family. I, therefore, express my deepest gratitude to my father, Imad Shhadeh, my mother, Dalal Shhadeh, and my brothers, Ismaeel, Fae'd, Mohammed, Shadiand Ayham. Your constant encouragement and love have always been the driving force behind my academic pursuits and scholarly success. I sincerely thank you!

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This thesis is also dedicated to my second family; my father-in-law, Dr. Hasan Ayyash, and mother-in-law, Adela Ayyash, and all other family members. This project would not have been possible without your unwavering help, blessing, and wishes.

This work is a reflection of the love, strength, and inspiration I draw from each of you.

With all my heart — this is for you.

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## Declaration

I, the undersigned, declare that I submitted the thesis entitled:

### **THE PERSPECTIVES OF EFL STUDENTS FOR USING TIKTOK TO ENHANCE CREATIVE THINKING IN LEARNING SHORT FICTION IN PALESTINIAN HIGHER EDUCATION**

I, declare that the work provided in this thesis, unless otherwise referenced, is the researcher's own work, and has not been submitted elsewhere for any other degree or qualification.

**Student's Name:**

Yasmeen Imad Ismael Shhadeh

**Signature:**

Yasmeen shhadeh

**Date:**

03/09/2025

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## **Abstract**

This study aimed to investigate the perspectives of EFL students on the using TikTok as a tool to enhance creative thinking in learning short fiction within Palestinian higher education, specifically at An-Najah National University and Al-Quds Open University. A mixed-method research design was employed to analyze both quantitative and qualitative data collected through a structured questionnaire and semi-structured interviews. The sample consisted of 355 students selected via stratified random sampling across gender, year of study, and university. with the highest means in the domain of “TikTok as a Teaching Tool for Short Fiction.” Statistically significant differences were found in student perspectives based on gender (in favor of males), academic year (in favor of first-year students), and university (in favor of Al-Quds Open University). Qualitative findings from interviews supported the effectiveness of TikTok in promoting student engagement, motivation, and multimodal expression, while also highlighting challenges such as digital distraction and performance anxiety. The study concluded that TikTok has significant pedagogical value in the EFL literature classroom when used within a guided and supportive framework. It recommends teacher training, classroom policy development, and further research to ensure effective integration of TikTok into educational practice.

**Keywords:** TikTok; creative thinking; short fiction; EFL students; digital learning; higher education; Palestine

# Chapter One

## Introduction and Theoretical Background

### 1.1 Background and Rational

The digital revolution, being one of the fastest-growing phenomena globally, has had a significant impact on various sectors, including education. Among the many digital platforms available, TikTok is one of the most entertaining and educational digital platforms available. TikTok's unique structure has attracted attention in educational technology (EdTech) for enabling students to create and share content within an interactive and collaborative community, fostering creativity and engagement". The teaching landscape has changed as a result of TikTok, especially in the area of English as a Foreign Language (EFL) instruction. Students can now take an active role in their education by interacting with the material dynamically rather than passively thanks to the incorporation of digital tools into the classroom.

Passive learners are frequently the outcome of traditional lecture-based approaches to literature education, which frequently fail to engage and motivate students Creative digital storytelling, role-playing, and other interactive formats allow students to engage with literature more meaningfully and creatively..." (Ansari & Khan, 2020). TikTok's format makes literature more approachable and interesting by allowing students to divide difficult literary texts into digestible, relatable chunks.

However, sustaining student interest in literature courses remains a major challenge for Palestinian universities, as it does for many others across the world. Participation in class is essential because it makes it easier for students to access foreign language knowledge, which increases their motivation and self-assurance. Students' academic progress as well as the general development of their critical thinking and language skills can be hampered by the anxiety they frequently experience when reading and interpreting literary texts in a foreign language. TikTok, as an interactive learning space, addresses this issue by fostering a collaborative environment where students can experiment with language use and express their understanding of literary works creatively. By providing different ways to interact with literature and language learning, social media platforms like TikTok have started to close the gap. This has made learning easier and less stressful for students who are afraid to tackle difficult literary texts in English. This gap can be effectively addressed

by incorporating TikTok into the curriculum, which makes the learning process more attractive and familiar. The need to compress information for presentation on TikTok, ideally creatively presented, may go a long way in aiding and boosting critical thinking and language ability in students (Ardiana & Ananda, 2022). Furthermore, using social media for learning also coincides with the theoretical framework of constructivist learning, which similarly emphasizes the role of social interaction and collaboration in knowledge construction. Students can work together using TikTok, exchange perspectives, and even give each other feedback, creating a sense of learner community. Besides, the methodology helps in language acquisition while providing a richer understanding and appreciation of literature for the students (Barton & Lee, 2013). Moreover, Today's students, as digital natives, are generally comfortable using such technologies in their daily lives." Using tools such as TikTok could cater to their learning styles and allow educators to meet their learners's expectations. This method can serve as a means to optimize educational benefits because students can adequately understand and internalize information presented familiarly and pleasingly (Huang, 2021). In many ways, different studies outlined the educative capability of TikTok by its ability to engage learners in various subjects. For example, Schwartz (2020) notes that the shortness of TikTok videos is effective in grasping the attention span of the students and breaking down the complexity of various topics for easy digestion. This format allows educators to present key concepts in concise, engaging bursts, which not only prevents cognitive overload but also encourages students to focus on the most essential aspects of the lesson. By distilling information into manageable segments, TikTok enhances students' ability to retain and process information more efficiently.

"Today's students, as digital natives, are generally comfortable using such technologies in their daily lives".

This particularly contributes to the teaching of literature, as this subject area is usually text-heavy with abstract ideas contained therein. In this manner, an educator could make literature less intimidating and more approachable to students because he/she could draw on complex texts and present them in small, comprehensible bits through video. Additionally, TikTok's interactive features—such as commenting and liking—facilitate timely feedback and engagement between students and educators".

This way, the learning environment would become more responsive and dynamic, from where learners feel listened to and appreciated. Bazan (2022) goes further to suggest that this sense of community and interaction is what is required to keep students motivated and to make it a positive learning experience.

Integrating TikTok into literary studies aligns with the principles of digital literacy...”.

an essential skill that should be instilled by this time to learners “It involves navigating, evaluating, and creating information through digital tools”.

For example, students can develop such a skill using TikTok in a practical and enjoyable context. This not only strengthens their ability to interact with digital content but also prepares them for their future academic and professional careers (Dahlia, Supriatin, & Septiana, 2022). An essential function in terms of TikTok's learning value is that it meets the needs of every learning style.

It is well recognized that students have different learning preferences: one is a visual learner, and others prefer the auditory or kinesthetic approach. TikTok, through a multimodal format, including visuals, audio, and motion, addresses these varied and diverse learning needs much better than the traditional text-based methods. This also paves the way for such multimodal experimentation with literature to satisfy a larger student population, as it can engage most students. TikTok can also address some of the cultural and linguistic challenges associated specifically with Palestinian universities.

The format in which TikTok functions pushes students toward thinking critically about how to present their ideas both efficaciously and creatively. It can provoke further ideas related to the content and far more extended understanding of literary texts (Bazan, 2022). TikTok then exposes itself as an appropriate platform for collaborative learning. This is a learning approach through which learners discuss and grasp concepts. Collaborative learning involves students' teamwork in generating ideas and accomplishing a provided activity or project. This can improve learning outcomes since the students get to share what they know and their perspectives and to learn from each other while at it; it could enhance their social and communication skills, too. TikTok collaborative tools of duets and group challenges enable this fun and engaging learning (Escamilla-Fajardo, Alguacil,

& López-Carril, 2021). Despite such promise, TikTok integration within the literature classroom is also faced with some challenges.

One of the main challenges is that the content has to be in line with the educational goals; the educator needs to curate content and monitor it at all times for its relevance, accuracy, and respect for diverse perspectives. Furthermore, there are likely to be technical challenges regarding the Internet access and digital literacy in regions with limited resources. These, in turn, with due concerns from the institutions and policymakers, would have called for well-thought-out planning and attention.

The adoption of TikTok in literature teaching should be a promising way of fostering creative thinking and active student engagement for EFL learners. It is evident that the learning process, conducted with the help of TikTok, transforms the environment into an innovative one. By interaction, the researcher not only refers to the process of in-class learning *per se* but also refers to a whole perspective of life, activity, and social communication that the learning styles of different generations may cultivate. This potential was only revealed later on, and the study probes the power of TikTok in enhancing the creative thinking of Palestinian university students in literature-based courses. The results of this research hope to yield important insights that can help shape new educational strategies and sustainable pedagogies that contribute to the current process of change in the academic world brought about by the digital era.

## **1.2 Aims of the Study**

The primary objective of this study is to explore the impact of using TikTok as an educational tool to enhance creative thinking in literature education among Palestinian university students studying EFL. The specific objectives include:

1. Explore whether the university attended influences students' use of TikTok in learning short fiction
2. Examine whether gender influences students' use of TikTok to support their learning of short fiction.
3. Investigate the role of academic year in students' use of TikTok for learning short fiction.

4. To determine whether university plays an important role to enhance their learning of short fiction via TikTok.

### **1.3 Questions of the Study**

The study seeks to answer the following research questions:

1. What are the perspectives of EFL students for using Tiktok to enhance creative thinking in learning short fiction in Palestinian higher education?
2. Are there any significant differences at ( $\alpha=0.05$ ) in the perspectives of EFL students on the role of TikTok in enhancing creative thinking due to gender?
3. Are there any significant differences at ( $\alpha=0.05$ ) in the perspectives of EFL students on the role of TikTok in enhancing creative thinking due to academic year?
4. Are there any significant differences at ( $\alpha=0.05$ ) in the perspectives of EFL students on the role of TikTok in enhancing creative thinking due to university?

### **1.4 Hypotheses of the Study**

Based on the research questions, the study posits the following hypotheses:

1. There are no statistically significant differences at ( $\alpha = 0.05$ ) among English language students at two selected universities in the north of West Bank in the extent of using TikTok application toward enhancing their creative thinking of English language due to gender.
2. There are no statistically significant differences at ( $\alpha = 0.05$ ) among English language students at two selected universities in the north of West Bank in the extent of using the TikTok application toward enhancing their creative thinking of due to academic year.
3. There are no statistically significant differences at ( $\alpha = 0.05$ ) among English language students at two selected universities in the north of West Bank in the extent of using the TikTok application toward enhancing their creative thinking of due to the use of the TikTok application by those students.

### **1.5 Statement of the Problem**

Traditional literature education methods often fail to engage students effectively, leading to a lack of interest and diminished creative thinking skills. This problem is particularly pronounced in EFL contexts, where undergraduate university students may already face challenges in language proficiency. This also applies to the students' ability to think creatively, especially when it comes to understanding and interacting with literary texts. Such interaction does not only refer to understanding the most dominant themes in a literary text such as a story, novel, or play, but it does also include other elements of literary writing such as plot, characterization, spatial and temporal setting, tone and point of view. Being involved in a creative process of learning literature demands the employment of contemporary digital media to suit the needs of the young generation of students. The problem statement of this study, therefore, revolves around the need for innovative teaching methods that can stimulate students' interest and enhance their creative thinking capabilities in literature education. By exploring the use of TikTok as an educational tool, this study aims to address this gap and provide a novel approach to literature teaching in the context of higher education at two selected Palestinian universities; namely An-Najah National University and Al-Quds Open University.

### **1.6 Importance of the Study**

This study is significant because it has the potential to make three significant contributions to Palestinian higher education. First off, by using a well-known platform that promotes creative expression and group learning, it aids students in honing their creative thinking abilities. Second, it promotes increased student engagement in EFL contexts by motivating teachers to use more dynamic and interactive pedagogical approaches. Thirdly, it encourages educational institutions to adopt digital platforms like TikTok to modernize curriculum design and bring it into line with current technological trends, particularly in the humanities and educational sciences. In doing so, this study provides useful suggestions for incorporating social media sites into classrooms to improve instruction and student learning. Furthermore, the results might inspire teachers to take more student-centered and interactive pedagogical stances, which would ultimately improve the standard of literature instruction in EFL classrooms. Additionally, by demonstrating the adaptability and potency of social media platforms in education, this study contributes to the expanding corpus of research on digital learning tools.

## **1.7 Limits of the Study**

Several limitations must be noted, even though the goal of this study is to offer thorough insights into the use of TikTok in literature education:

1. Geographical restrictions: The study's sample is restricted to two Palestinian universities, which could have an impact on how broadly applicable the results are.
2. Topical limitations: Because the study only looks at one social media site, it might not fully represent the potential of digital tools in the classroom.
3. Technological constraints: The study's findings could be impacted by technical problems and students' differing degrees of digital literacy.
4. Time constraints: Because the study was conducted during the academic year 2024–2025, its brief duration may have limited its ability to fully capture long-term effects on student engagement and creative thinking.
5. Human limits: Undergraduate students enrolled in English language programs at two Palestinian universities in the northern West Bank made up the study's population.

## **1.8 Definitions of Terms**

To be clear, the words below are defined as they are used in this study:

- TikTok: A social media site where people can make and share short movies, usually with music and other editing effects (Bazan, 2022).
- Creative Thinking: The capacity to conceptualize in novel and innovative manners, distinguished by the formulation of distinctive ideas and solutions (Ansari & Khan, 2020).
- Student Engagement in EFL (English as a Foreign Language): The instruction and acquisition of English in a non-English-speaking nation (Barton & Lee, 2013).
- Problems in integrating TikTok: The challenges and obstacles encountered in integrating TikTok as an educational resource, include concerns over content relevancy, platform distractions, digital literacy, and the possible adverse effects on students' attention spans and academic concentration (Bazan, 2022).

## **The Operational Definition**

The following operational definitions are supplied for this research to make sure that everything is clear and consistent:

**TikTok Utilization:** This is the planned usage of the TikTok platform in the EFL literary curriculum, where students make and share films that are linked to their schoolwork. This involves things like summarizing books, looking at characters, and coming up with unique ways to look at texts.

**Creative Thinking in Literature:** It is the students' capacity to come up with new ideas, link different ideas in new ways, and give literary works their own distinctive meanings. There are several ways to test this, such as video assignments on TikTok and creative writing exercises.

**How engaged students are in EFL literature classes:** It is the level of active involvement, excitement, and motivation that students show in literary lessons. This is assessed by classroom observations, questionnaires, and the examination of student interactions on TikTok.

**Challenges of TikTok Integration:** This term refers to the problems that teachers and students have while trying to use TikTok as a learning tool. Some of these problems might be technological issues, people not wanting to try new ways of teaching, or worries about whether the subject is acceptable.

## **1.9 Literature Review**

With the rapid development of digital technology, social media has grown into an inseparable part of the educational environment. A large number of scholars have proven that applications, for example, TikTok, hold significant educational potential for use in the development of creative thinking and an increase in student involvement when dealing with new language-learning tools. Nevertheless, the use of these platforms is also met with technical and pedagogical challenges, and hence proper guidance, along with a clear strategy, is needed to reap the optimum benefits. The literature review in this chapter categorizes different thematic fields of studies related to the importance, goals, challenges, and criticisms of TikTok in education.

This chapter reviews and analyzes a collection of previous studies about the use of TikTok within the educational process for understanding its impact not only on academic achievement but also on student interaction and the arising challenges of using such platforms effectively within an educational context.

### **1.9.1 Introduction to Digital Tools in Education**

The use of digital tools in educational practices signals a break from traditional ways of learning delivery and experience. Technological development, especially in the 21st century, influenced business, social life, and brought about a revolution in education at all levels. Schools, colleges, and universities have adopted digital technologies to an increasing extent for improving learning processes, providing for remote education, and offering personalized instruction in ways attuned to the diverse needs of students. This section explores how creativity and interactive learning promoted by social media, specifically TikTok, offers educators and learners new opportunities and innovation spurred by this digital revolution in education (Kacetl & Klímová, 2019).

## **1. The Digital Revolution and Education**

Deep changes are brought about by this digital revolution, which is characterized by the burst of computers, internet, and mobile technologies, in all spheres of humanity: deep changes even in education. Traditional models of education, primarily based on in-person lectures, printed textbooks, and face-to-face interactions, are giving place to digital environments that offer more flexibility, accessibility, and personalized learning.

Learning Management Systems represent a very important change brought by the digital era. Some of the most popular Learning Management Systems

include Moodle, Blackboard, and Google Classroom; they offer platforms for the management and delivery of educational content from the side of the teacher or instructor to students. LMSs allow blended learning models in which part of the instruction is conducted online and part in a face-to-face classroom setting. This hybrid approach of teaching allows one a more interactive and engaging learning experience. Studies show that the use of LMSs makes students more engaged and participatory as they provide discussion forums, quizzes, and multimedia content, aligning to all possible types of learning styles (Kacetl & Klímová, 2019).

Today, MOOCs have globalized and transformed the context of education by making high-quality learning materials available to people across the world. The MOOCs provided by Coursera, edX, and Khan Academy are courses from the best universities available online, so that learners can access top educators through their internet connection. It is the revolution of lifelong learning, the democratization of education, and the elimination of traditional geographical location and cost barriers to higher education.

The other important aspect of the digital revolution is personalized education. Truly is informal, “Digital tools have made it easier to provide customized learning to individual students”.

One of these is the adaptive learning technologies that employ data analytics to understand every student's pace and complexity required for learning; hence, struggling students can be tracked earlier for intervention and additional support, while more advanced students continue to forge ahead. Particularly, personalized learning has been found beneficial in large classes, where it can be challenging to give each student individualized attention.

Additionally, digital tools have empowered collaborative and communicative possibilities within education. Google Docs, Slack, and Zoom offer opportunities for concurrent collaboration on a project, peer feedback, and virtual group work with the aid of technology to provide a truly interactive learning environment. This has not only favored the increasing learning outcomes but also transition of students to workplaces, mostly digital after graduating. For example, during the COVID-19 pandemic and the cases of institutional closures, the tools proved useful in maintaining the academic continuation (McLoughlin & Lee, 2008).

While the digital revolution has certainly opened up many benefits for education, it is also a challenge because of: There is a very serious issue at hand called the digital divide, which reflects a disparity between people who have access to digital technologies and those who do not. This might result in students from low-income or rural families finding it hard to be on the internet or purchase gadgets, thereby bringing in uneven opportunities for learning. In addition, there are concerns related to how digital distractions and mental and physical health problems can be linked to too much screen time. But these challenges urge the need for balanced and thoughtful integration of digital tools in education.

In a nutshell, the digital revolution has drastically changed education and the process of how teachers teach and learners learn. The growth of Massive Open Online Courses, and personalized learning technologies made education more democratic, convenient, and responsive to individual needs. However, the challenge will be in dealing with the possible distractions of learning and bridging the digital gap so that the benefits of digital learning can be enjoyed by every student.

## **2. Use of Social Media to Improve Learning**

Social media, which was intended only to serve as a site for social interaction and entertainment, has evolved to be useful for learning purposes. The opportunities for creative, collaborative, and interactive engagement offered by platforms such as Facebook, Twitter, Instagram, and, most recently, TikTok are slightly different. More concretely, TikTok enables viral short video capability and has been very successful in spurring student creativity and engagement with learning content in new ways.

### **Creativity and Learning with TikTok**

TikTok allows users to create and share videos that are 15 to 60 seconds long. In several ways, TikTok is the present center of micro-learning. TikTok is a medium through which complex topics can be made easy; hence, it becomes interesting for young people to engage in learning. The use of this platform is further deemed appropriate given its popularity among the student population. Recent research findings related to the use of TikTok in higher education among Palestinian students show that the platform significantly enhances the creative thinking and interaction with literary works of students (Rahmawati & Anwar, 2022).

Seventy-six enrolled literature course students were requested to create TikTok videos describing themes and characters of the novels and short stories. Not just a means to show their comprehension of the material, however, these provided an avenue for individual interpretation in that the students were able to breathe life into the texts by presenting them through a modern performative media genre. Translating narrative plots into brief, compelling videos allows students to put across their interpretations in visual and emotional terms therefore making the literary content much more relatable and memorable.

### **TikTok: More Than Just a Tool for Individual Creativity**

Collaboration is also encouraged through TikTok. Most TikTok trends focus on challenges or the duet function, through which users collaborate by building on each other's content. Students can use this as a tool to create response videos, provide peer feedback, or even work on a group project together. For example, some research students from Palestine worked together in groups to develop videos showing the alternative versions of the theme of literature they were discussing. This would enable them more in-depth knowledge of the texts from interactions with their peers and collaborative learning. Some support for this may be found under social constructivist theories, which argue that learning is best executed through a joint and socially engaging process among students (Piaget, 1952).

Beyond entertainment, TikTok has been an informal learning platform, which allowed most students to expand their horizons way outside the school boundaries. The students are able to follow educators and access educational content from around the globe, and in turn, make their own videos to represent the experience they gain through what they learn. This means that the platform is interactive by nature and allows continuous flows of knowledge by students being either receivers or producers of educational content. This sharing and feedback dynamic provide for an involving type of learning, which exceeds the mere classroom-oriented learning characteristic of the traditional classroom set-up.

### **Educational Benefits of TikTok's Form**

One of the most influential aspects of TikTok in education is its form which is video-based. Video content has been proven to considerably increase learning gains since it involves several senses and is able to graphically visualize abstract topics. The video in TikTok is very short, so much cannot be accommodated, which forces the student to center on the principal ideas, making it clear and brief. This will be quite useful during remote learning, where learners normally become less attentive and active over longer periods of time.

TikTok also offers features like filters, effects, and background music that can be used to make learning quite fun and engaging. For instance, students who are taking a course related to English literature can utilize such features in acting out a scene from any novel or play for gaining in-depth understanding regarding character development and plot

organization. These aesthetic elements allow a feeling of ownership over the learning process, promoting active participation on the part of students rather than being passive consumers of information (Pratiwi, Ufairah, & Sopiah, 2021).

### **Problems with Using Social Media in Education**

Even though there are many benefits to using TikTok and other social media for learning, some problems can arise. First of all, it is about distractive potential. It is all too easy for a social media environment, which is created to grab and hold attention, to go off the rails when applied in an educational context. It is at the same time vital for educators to strike a balance between capitalizing on such an engaging platform as TikTok and ensuring that learners at least retain some interest in the content they want to communicate across. Besides, there is a question of digital literacy. Not everyone will be aware of how to go about using social media to learn, let alone have access to the required gadgets or good internet connection. This is bound to deepen the digital divide. Teachers should be the ones to provide guidance on how to use these tools well and also ensure that all the students are provided an equal opportunity to participate (Van Den Beemt, Thurlings, & Willems, 2020).

### **The Future of Social Media in Education**

Despite these challenges, the role of social media in education is expected to grow. It's an open, personalized, and self-directed way for students to take control of their own learning in an environment such as TikTok. As the professional world continues to adjust in today's digital age, the use of social media within curricula will likely become the norm, especially now that educators are realizing the promises associated with social media to support students inside more engaging, creative, and collaborative classrooms.

#### **1.9.2 TikTok and Educational Pedagogy**

Learning practices are being increasingly characterized by the rapid advancement of digital technologies, where social media platforms have also been incorporated. TikTok is one such service wherein its users can create and share short-form video content. It has emerged as one powerful tool in the educational domain to enhance creative expression, engagement, and learning through its potentials. This section discusses the role of TikTok

in educational pedagogy, specifically its potential for creative expression and the associated pedagogical benefits of short video content.

### **1. TikTok as a Tool for Creative Expression in Education**

The unique format of TikTok content is best suitable for creative expression in education. The platform gets the students to write, share, and engage with content in a way that is different from how it is traditionally done. In TikTok, sound, filters, text overlay, and options for editing adopted motivate learners to be active and participative rather than passive when it comes to consumption so that they become active when it comes to content creation. According to Putri (2021), TikTok can bring forward creative expression in education.

In the words of Putri, students who use TikTok for educational purposes are more creative in studying materials because they will create the materials on the platform according to their perception of the subject. This kind of format makes TikTok lead students into representing heavy content in short, entertaining videos, leading them to develop creativity and learn not just from consumption but also from content creation. This is in line with constructivist pedagogical approaches, which underline that learning is active and knowledge is constructed through experience and interaction (Putri, 2021).

Furthermore, TikTok has the potential to incite interaction among peers and collaborative engagement with the content. Most of the popular TikTok trends or challenges are really just responses by the users, where one has to build on the trend or challenge started by another person in the space. They can do group work, duet to communicate the same ideas, and give feedback on each other's works. This collaborative TikTok aspect supports the development of critical thinking and communication skills, as students share content with other peers and have discussions and evaluations regarding others' content (Rahmawati & Anwar, 2022).

Moreover, TikTok allows multimodal learning, whereby students combine the visual, auditory, and textual aspects in their videos. This is actually very appealing to different learners' styles of learning and helps serve a wider range of students. Letting students express their understanding freely in different ways, TikTok can bring more inclusivity to accommodate the manifold preferences of learners. This ability to cater to personal

learning styles adds on to the involvement of students and assurance of a meaningful and fun learning process.

In other words, the great pedagogical potential of TikTok is revealed only through the active creation and sharing of educational content by students. This seems to correspond with current educational trends in the way modern education prescribes student engagement, collaboration, and personalized learning due to its interactive, creative, and multimodal nature.

## **2. The Learning Potential of Short Videos**

One of the most outstanding attributes of TikTok is in producing short videos that have notably been effective for breaking complex ideas down and making them simple. The short duration of TikTok videos, often between 15 and 60 seconds, gives creators a need to focus on only the most critical issues of a subject matter under consideration, therefore making it easily digestible for the viewers. This is in line with micro-learning studies that show short and precise learning experiences will be more impactful in knowledge inculcation than longer, less specific instructions.

One of the studies by Schwartz (2020) highlights cognitive benefits associated with the use of brief, memorable content in education. His research establishes that short videos are particularly good for enhancing memory, something attributed to a decrease in cognitive load. The ability of the learner to remember what has been presented diminishes as a function of the quantity of information presented to the learner at any one time. Dividing elaborate topics into short videos allows learners to break the information down in their minds and, consequently, facilitates their processing and retention. This approach is particularly useful in modern digital environments characterized by high speed, short attention spans, and therefore common with most students is the ability to consume more information in small sizes.

Besides this, short videos, just like those on TikTok, would also go a long way to enable one to undertake active learning. A student can watch a small video on a certain topic, reflect on the content, and then develop a video response of their own about summarizing or applying the content. That knowledge construction and dissemination would lead to deeper cognitive processing and thus more durable retention over time. According to Putri

(2021), research has shown that it can enhance comprehension as well as retention by interacting with the content.

The second advantage is the fact that short videos are effective across a wide audience. With this infectious nature of the TikTok platform, educational content is opened up to broad reach, with large populations being able to access it. TikTok is one of those platforms that educational creators can use to share tips, tutorials, and explanations on how to help students from different backgrounds. The conventional educational resources are therefore made available on platforms other than their platform of origin. Beyond the educational value, such content reduces formality in learning, hence making education much more accessible and enjoyable for the students because of the fun nature of TikTok videos.

Finally, the use of small formats in videos for education may encourage self-directed learning. This is designed to recommend content based on the preferences of the users, hence letting students go at their pace when it comes to topics that interest them. This is a very flexible way to learn, with the learners in high control over their own learning by exploring subjects not included in the general curriculum. The use of TikTok encourages curiosity and hence a love for learning among students.

In a nutshell, short videos, like those on TikTok, offer various educational benefits. They make complex learning easy, facilitate retention of knowledge, and promote active and self-directed learning. As educators begin to find more ways to implement technology within the classroom, utilizing short video content is likely to be a more critical tool for student engagement and education.

### **1.9.3 TikTok in EFL and Literature Education**

The application of TikTok in education, particularly in English as a Foreign Language (EFL) and literature study, has been implemented with the goal of increasing learners' interest and enhancing learning outcomes. The type of videos that are found in TikTok allows students in EFL and literature to be creative in their engagement. This chapter will address how TikTok is used in EFL and literature education, specifically regarding language acquisition and the impartation of literature works.

## **1. TikTok for Language Acquisition**

The use of TikTok in EFL classes has gained popularity in recent years as an engaging space for skills in the language being learned. The features of audio, video, and text together on this platform will allow learners to practice many modes at once, which will help them learn a language more effectively and fun at the same time. A study conducted by Ansari & Khan (2020) shows that the students who get to practice English pronunciation, vocabulary, and conversation on TikTok have improved their fluency in the language. The interactive features of TikTok, such as duets and comments, can help students talk back and forth with each other in dialogues, work on projects with peers, and get feedback, further enhancing their own language learning (Ansari & Khan, 2020).

In EFL studies, the tool helps with performing authentic language practices. This tool enables the students, in creating and sharing content, to use their skills in speaking, listening, reading, and writing, in the English language. Zaitun, Hadi, & Indriani (2021) asserted that TikTok is effective in developing the speaking ability of students. EFL learners are required to create short videos on any topic in English, for the ease of how short they are, which inspires clarity and preciseness in their creation, thereby enabling them to express their ideas in a concise and clear way. Furthermore, it is a space where the learners can see and connect words with actions or visuals, which is even more important in further reinforcing their language structure and vocabulary understanding (Zaitun, Hadi, & Indriani, 2021).

In addition, the application of TikTok in EFL learning also helps in creating a low-stakes learning environment where the usual anxiety associated with speaking in a second language is reduced. This informal and creative platform encourages students to play with language without the fear of judgment, which in turn boosts their confidence in using it. According to Rahmawati & Anwar (2022), students who have already discovered TikTok feel motivated to practice English and become more willing to participate in speaking activities than they do through traditional means, attributed to classroom environments (Rahmawati & Anwar, 2022).

Moreover, TikTok allows for context-based learning where students can be interested in actual use of English within real contexts and on modern problems. In the example above, students can make videos where they present current events, personal experiences, or their

cultural traditions—all in English. This kind of contextual learning enables students to understand how the language can be used in real communication and increases their ability to apply language skills in practical situations (Ansari & Khan, 2020).

In conclusion, TikTok is one useful tool in EFL education for enhancing language skills. The app not only increases students' engagements and helps them gain fluency but also provides students with opportunities to practice authentic language, decrease anxiety, and promote a context in learning.

## **2. TikTok and Literature Teaching**

TikTok has found its place in literature education, where it is used to bring alive literary work in novel ways. In literature subjects, students have used TikTok to make short video interpretations of novels, short stories, and plays that give a more active understanding of themes, characters, and plotlines. Video as a medium on TikTok has enabled students to express their understanding of works in literature in visual and even performative expression.

One of the more common ways in which TikTok is used to teach literature is making video interpretations to better understand novels and short stories. The students could create TikTok videos representing some major themes and character developments from classic works of literature. For example, they have modernized visual interpretations of scenes from the novels *Pride and Prejudice* and *The Great Gatsby*, using their own creative interpretation added to the narratives. This activity, therefore, enabled high engagement and expression where students could share personal perspectives on the literature that has been read in a form that they can best identify with (Putri, 2021).

The creative aspect of TikTok and this assignment itself also supports critical thinking when it comes to the analysis of literary themes. For example, by making clips that discuss the novel's plot, students have to make decisions on how to represent visually complex themes like love, betrayal, or identity. The process involves the transfer of ideas from written stories into picture form, and hence students must be vast in knowledge of the text and its intended messages. In this case, students are challenged, and hence there is a high level of engagement in higher-order thinking in the need to derive meanings from the material and give it a new meaning in their work (Hakim, 2016).

Apart from creativity, TikTok enhances collaboration in literature education. For example, many TikTok challenges have students collaborating to create content—maybe acting out scenes from a play or having dialogue between characters from different stories. Such approaches promote collaborative work, meaningful interaction with the material, and peer learning among the students. According to the research of Muir (2019), students who are engaged in common projects using tools like TikTok reveal deeper understanding of literary works and have more critical skills for analysis development.

Also, the scope of literature studies with TikTok does not lie on individual tasks but goes to the level of common projects and group creativity. A student can follow an educator or a critic about literature, or even some writer, on TikTok, to understand better various interpretations and concepts of literature. These interactions provide students with a wider view of literature, as they are exposed to different perspectives and interpretations that they can turn around and use to fuel their own analysis of the text (Filo, Lock, & Karg, 2015).

In conclusion, TikTok offers a unique and innovative approach to literature education. TikTok supports students in understanding literary works more deeply, gaining analytic skills, and developing critical thinking through creative expression, collaborative learning, and community engagement.

#### **1.9.4 Social Media and Collaborative Learning**

The Impact of TikTok on Peer Collaboration, Group Learning, and Student Interaction  
TikTok has been an entertainment platform quite recently and, with its peculiar features, is fast growing toward a collaborative learning site. The duet features and challenges of TikTok make it possible for team working and peer interaction to take place in a completely new way. The short yet engaging video format together with connection possibilities based on user-created content has far-reaching consequences for education, above all in the potential to create cooperative and group learning.

#### **1. Peer Collaboration and the Role of TikTok in Improved Group Learning**

However, the most powerful among these features of TikTok for collaborative learning is the duet feature: to make a video side by side with another user. This feature makes co-creation possible and opens up opportunities for students to create projects collaboratively

across distances. Being able to interact visually and creatively with content will allow more interactivity and stimulation of the learning process. Studies have shown that this type of peer-to-peer interaction is positively related to learning outcomes in group settings, as students need to engage deeply with the material through content co-creation (Ettisa, 2023).

Viral challenges are another avenue through which TikTok encourages collaboration. This is because the challenges generally require creativity, teamwork, and problem-solving—all vital aspects of any successful collaborative learning situation. For example, in collaborative tasks, learners are expected to work with each other towards a creative solution or to demonstrate skills to peers for collaboration with mutual support (MacKinnon, Kia, & Lacombe-Duncan, 2021). Besides, the viral nature of the platform can enable students to gain knowledge from their peers worldwide, therefore further growing their learning community outside a classroom setup.

## **2. Fostering Creativity and Teamwork through Duets and Challenges**

In reality, TikTok's duet feature is a very insightful tool to bring about creativity and teamwork among students. Via the duet feature, students can remix content or respond to and build on ideas presented by others. This creates a sort of dialogic learning environment wherein learners can display their understanding and in many cases also get involved with peers' ideas in discussions, hence leading to more effective ones and creative problem-solving. For instance, in a collaborative task, students can work on their part of the solution, which is then compiled with other students' contributions using the duet feature—not to hide teamwork and individual contribution.

Challenges are, in many ways, the core of TikTok culture. A lot of them revolve around teamwork or even the contribution of a single piece of the puzzle on a much bigger scale. Being educational, these challenges engage students in academic content but, at the same time, give them opportunities for social interaction. The collective engagement with these challenges enables students to develop a sense of belonging and teamwork, in which collaboration and shared responsibility are valued. These characteristics of TikTok shake off the shackles of traditional classroom boundaries and open up new potential for working in groups and interacting with peers (Roberd & Roslan, 2022).

### **3. Effects on Student Interaction and Learning Outcome**

Besides, TikTok can help to make peer interactions better in quality in educational contexts where high social barriers are common between peers when they meet face-to-face. For example, the anonymous interaction on TikTok while commenting or engaging in challenges encourages more students, especially those who feel shy or are unlikely in a regular classroom setup.

Research has shown that peer interactions online, especially by tools which permit some level of anonymity, will encourage more frankness and openness. In the end, it contributes to better learning outcomes. Moreover, TikTok's algorithm connects the students to the kind of content that might fit their interests and academic requirements. Personalized content curation would most likely engage students more in materials that apply to them and thus go deeper in their interaction with the content and fellow students. Edutok is full of educational and engaging videos meant to bring learning experiences closer and, therefore, much relatable to students in a more engaging manner (Salasac & Lobo, 2022).

#### **Problems with Collaborative Learning on TikTok**

Although it has the benefits, there are certain pitfalls in using TikTok for collaborative learning. First is the distraction due to the primary focus of the platform, which is on entertainment. It is kind of difficult for students to stick with educational content amid that ocean of entertaining videos. Also, the brevity of the TikTok video engages but does not support deep and sustained engagement with complex academic material. Instructors must curate content and provide clear guidelines on the use of the platform so it complements learning objectives, not distracts from them (Lampe, 223).

Another issue is that of information accuracy. While TikTok provides an excellent platform for peer learning and knowledge exchange, the accuracy of content cannot be ensured. Without these, the students might quickly be subjected to misinformation, while without proper guidance, he may get incorrect or misleading information. This attests to the fact that educators should provide their students with skills in critical thinking to help them verify the validity of the information obtained from the platform. Some of these risks can be mitigated by collaborating with an expert or using a verified educational channel (Nwafor & Nnaemeka, 2023).

TikTok is revolutionizing student interaction with peers and engagement in group learning. From duetting to challenges, the platform has the culture of collaboration, creativity, and peer-to-peer interaction almost a student-driven modus operandi of working on projects and sharing knowledge. The challenges lie in ensuring that the platform is used appropriately for learning needs; however, indeed, TikTok has potential for better teamwork and collaborative learning. Educator and students both could capitalize on its strengths to create a lively, engaging, and interesting learning experience that extends outside the traditional classroom space

### **1.9.5 Challenges of Integration of TikTok into Education**

TikTok is one of the budding social media platforms, which has generated curiosity about its potential to be used as a learning platform. The integration of TikTok into educational settings, however, faces significant hurdles. Content monitoring for alignment with educational goals and technical challenges, such as the digital divide and lack of resources in many regions of the world, are among the two main barriers. This paper examines these challenges against the literature available.

#### **1. Content Monitoring and Alignment with Educational Goals**

One of the bigger challenges is to keep content contextual to the goals and objectives of the education. The fact that TikTok is a user-generated application means little control over content that students may have access to and, therefore, may produce. In contrast, for instance, with a typical educative tool, which by nature is regulated, TikTok's primary use is for entertainment, and therefore, the educational material may get trivialized by viral trends that are irrelevant or distracting from learning goals.

For example, as Middleton (2022) explains, the use of TikTok in learning is a double-edged sword: it can complement teaching approaches by making educational short videos interesting and of high quality, but content curation for the same purpose needs to be done cautiously to avoid distraction from any misleading information. As Middleton (2022) pointed out, “curating and monitoring the content becomes the task of teachers, perhaps with more diligence to ensure it serves education purposes and not some other entertainment purposes that distract”.

The same point is further supported by Chuah & Ch'ng (2023), who argue that the balancing of educational value with entertainment remains controversial. From their research using TikTok challenges in ESL classrooms, they established that even though most students were very engaged, not all the content was relevant to what they wanted to learn. Teachers are expected to walk a thin line in directing students toward content that enhances learning, while at the same time reducing content that tends to be more irrelevant and distracting in class activities (Chuah & Ch'ng, 2023).

Besides, the format for TikTok, with short, fast videos, maybe restrictive of deep learning. The contexts that require deep understanding and, therefore, long explanations might not fit within TikTok's given time frame. As postulated by Tan, Rajendran, Muslim, Alias, & Yusof (2022), TikTok's video-based format to better engagement may also oversimplify the content of learning, which may then affect the level of understanding in issues that require a more profound investigation into them.

## **2. Technical Challenges and the Digital Divide**

Another huge challenge in integrating TikTok for education is technical limitation among a proportion of learners. Digital divide creates a great barrier to much of education, more so, whereby resources are very scarce. Heavy reliance on video content and the use of TikTok requires high-speed internet and devices that can accommodate huge bundles of data, which might not be affordable for students in most underserved areas.

This concurs with Putri (2021), who argues that the use of TikTok is only possible when digital infrastructure is in place. If students do not possess smartphones or have no constant access to the internet, the use of TikTok in an educational context is likely to increase inequalities, rather than reduce them. Moreover, Heyang & Martin (2022) reported that the success of TikTok in educational contexts also hinges on technological opportunity divides among students from different regions. In their comparative study about China and Norway, those students living in regions with better access to technology and Internet services had a more positive and engaging experience using TikTok for learning.

This disparity underlies the need for resolving infrastructure issues before fully incorporating such platforms into education. They further point that educators must

become sensitive to spread misinformation on platforms such as TikTok. Just like in the case of their research, the uncontrolled environment of the platform helps to spread the wrong information, therefore challenging the process of education for speech-language pathologists and educators using TikTok (Perrotti, Puwo, & Jayarathna, 2023).

Where TikTok enables these new possibilities for the integration of social media in education, a number of challenges do still exist. This must be done by monitoring content and ensuring the content is aligned with the educational objectives, as the site is vulnerable to distractors and misguiding information. In addition, digital divide poses a barrier for students in a locality where the technologic apparatuses aren't easily available along with internet connectivity, raising concerns over whether access to learning experiences can be equal. With that in mind, thoughtful input by educators and policymakers is necessary to harness the full potential for education that TikTok presents.

#### **1.9.6 Theoretical Framework: Piagetian Constructivism and TikTok**

Piaget's theory presumes that an individual actively constructs knowledge based on experience and the environment. Being learner-centered and interactive, most of the principles by Piaget support TikTok: learning from interaction and adaptability of understanding through digital experiences.

According to Piaget's constructivist learning theory, knowledge is not passively absorbed but actively constructed through experience and interaction. Piaget believed that learners make mental models of the world based on interactions and such models are continuously refined through assimilation (tacking new experiences onto old frameworks) and accommodation (adjusting frameworks to take in new information). In the digital context, TikTok is a platform for fostering this kind of interactive, experiential learning. Learners interact with videos and create content, conforming to Piaget's view on knowledge as something actively constructed while practicing peer-to-peer learning on TikTok.

In the words of Zhang (2022), the work by Piaget has been very influential on the field of education, especially in emphasizing that learning is a dynamic process fueled by interaction with one's environment. TikTok's continuous user-generated content (UGC) is made possible by the interactive feature to do "duets" and challenges, which makes one act out digital content in a way that reflects Piaget's concept of knowledge construction.

Through the process of interacting, users are able to test ideas, receive feedback on their thoughts, and adjust their understanding—in action, they embody Piaget's principles of cognitive development (Zhang, 2022).

Constructivist learning is based on the role of the learner in constructing knowledge, for which TikTok's design offers several affordances in terms of creating, modifying, and sharing. Every time a learner creates a TikTok video, it involves knowledge construction. This is emphasized more when considering how TikTok supports collaborative learning, with its users creating knowledge through duets, comments, and challenges. For example, in educational challenges or remixes of other people's content, users construct new knowledge through social interaction, which is a fundamental part of constructivism.

Ramos, Ramos, Castro, & Oliveira (2021) discuss a similar process in their pedagogical architecture, wherein they use collaborative content construction for supporting distance education. Under this framework for knowledge development, collective and interactive knowledge development proceeds—very much aligned with TikTok's model of interaction among its users. With TikTok, learners can act on content, get feedback, and adjust mental models through peer interaction, which is likened to the constructivist approach.

In the case of digital media, such as TikTok, cognitive development happens through interaction with information that is not easy to assimilate given the level of understanding that learners already have. Cognitive conflict is a central premise in Piaget's theory of learning, and this is explained through the existence of a gap between pre-existing knowledge and incoming information. This cognitive conflict is a natural consequence of the interactive medium of TikTok because students are exposed to constant stimuli in the form of new ideas, different perspectives, and so on from literally thousands of other creators.

Kandasamy & Czoher (2020) add that in constructivist learning, cognitive conflict is induced, especially in mathematical subjects. They argue that whenever learners experience conflicting information, they must attempt to resolve such discrepancies either by assimilating the inconsistent information into the framework or by accommodating the framework with the new knowledge. This is reflected in TikTok's process and platform,

where learners continue to face new challenges to their prior conceptions, thereby developing and improving their understanding of things.

A key feature within Piaget's constructivism is that learning occurs with active engagement. TikTok's interactive features, such as duets and challenges, provide an opportunity for such active engagement between learners and content or between learners. For example, in participation through a duet, users do not just stay passive information consumers but contribute to the creation of new knowledge.

Such active involvement is consistent with the fact that Piaget believed learners had to act upon the environment in order to make meaning. Khlaif & Salha (2021) probe on the idea of microlearning and nanolearning: easily digestible short bits of information make learning possible in small-scale time frames, where they say that it is possible for a student to manage and get the important concept at the same time with platforms like TikTok, which break down information into small bits of manageable and impactful content. This model of learning, involving learners in small units of content and building them through interaction, relates to Piaget's emphasis on the importance of incremental knowledge construction.

TikTok supports Piagetian constructivism theory through an interactive, learner-centered platform. By interacting and responding to the information, one is able to learn actively with the use of duets, challenges, and short video presentation as a mode of presentation on TikTok. This, in a way, is what Piaget (1952) meant by saying that one can only understand by acting or through action and interaction. Thus, TikTok's design spurs cognitive dissonance and incremental learning, which is very powerful in the development of knowledge in modern digital times.

### **1.9.7 Previous Studies**

The following section provides a literature review for the integration of TikTok in education and other digital tools, categorized as follows:

#### **1. Study on the Importance of Using TikTok for Educational Purposes**

Other studies have explored the educational use of TikTok, finding its potential to enhance creative thinking, increase student engagement, and promote language learning.

It showed that TikTok was useful for motivating students and supporting their learning process.

In a study by Rajan & Ismail (2022), TikTok was used as a tool to increase engagement and knowledge acquisition in Malaysian ESL classrooms. An experimental design consisting of 150 students found that the use of TikTok for literature assignments increased student engagement and yielded a deeper understanding of the materials. This has, in turn, pointed out the need to bring such applications as TikTok to be intertwined within the process of learning in order to make education more fun and effective for students (Rajan & Ismail, 2022). In another study, Abdullah, Mohamad, Kamal, & Mat Isa (2023) found out whether students could accept TikTok as a tool for pedagogical practices in learning English. Acceptance was high, and TikTok was reported to be an effective pedagogical tool useful for acquiring a language. Ease of use and engaging factors are the two main aspects that make this tool effective, thus proving that the application can facilitate students learning the English language, both in and out of class contexts (Abdullah, Mohamad, Kamal, & Mat Isa, 2023). Fauziah, Pebriano, & Murtiningsih (2023) depicted in their research that TikTok is beneficial in gaining English vocabulary among English majors. The final outcome was positive since TikTok was actually very effective in letting the students acquire new vocabulary. This very dynamic nature was quite compelling and engaging, thus pushing students toward using new words in their everyday communication and markedly increasing language skills (Fauziah, Pebriano, & Murtiningsih, 2023). According to a research study by Hayes, Stott, Lamb, & Hurst (2020), it evidenced how TikTok was influential in the school students' engagement in science education. The researchers uploaded educational chemistry video clips on the TikTok site that drew more than 8,500 views. From this study, it is shown how the viewers of those video clips have positively elicited an interest in the subject of chemistry. The article tries to establish how TikTok can be used as a tool to increase student involvement in scientific disciplines (Hayes, Stott, Lamb, & Hurst, 2020). In Bernard's (2021) study, TikTok videos were applied to teaching vocabulary in the ESL classroom. The contents of these videos are humorous and very short, which helps capture student attention and eventually understand the content. It, therefore, found that TikTok is a powerful tool for vocabulary teaching in that the engaging format will make students retain more words at one time (Bernard, 2021). The research by Nguyen, Ho, & Nguyen

(2023) focuses on the perceptions of Vietnamese students regarding TikTok as a tool for language learning. Most students, therefore, found TikTok to be interesting and a way of supporting their language-learning process, particularly when it comes to learning English. They appreciated these creative and interactive features, through which TikTok retained them motivated toward improved skills in using the language (Nguyen, Ho, & Nguyen, 2023).

## **2. Research on the Aim of Using TikTok for Education**

Research in TikTok in education has pointed out various goals, most related to fostering critical and creative thinking among students and enhancing engagement.

The study by Putri (2021) explored the use of TikTok in a dance course as a tool to foster student creativity: "TikTok stimulates student creativity and self-expression through digital platforms." The students within this study showed an interest in how TikTok could enhance their creative thinking opportunities in an educational context. According to this research, students profit from TikTok usage in exploring opportunities for creative thinking in an educational context. Tan, Rajendran, Muslim, Alias, & Yusof (2022), in collaborative work, explained that TikTok's unique features, including the "duet" function, ignite creativity and open-mindedness in ESL classrooms. Consequently, students were able to interact with creative language learning activities, which were considered fun and interactive, encouraging new ways of learning through the TikTok platform (Tan, Rajendran, Muslim, Alias, & Yusof, 2022). Decenilla, Apolinario, Cuaton, & Clarido (2022) showed that TikTok enhances critical thinking skills among students in history education. Constructing self-made TikTok videos about historical topics allowed students to deal at a deeper level with the issue, thereby contributing to enhancing critical reflection and knowledge retention (Decenilla, Apolinario, Cuaton, & Clarido, 2022). As already proved by the study of Hayes, Stott, Lamb, & Hurst, 2020 (2020), science subjects are indeed made engaging with TikTok videos. Chemistry education through short videos helps raise interest among students and facilitates knowledge sharing, creative, and critical thinking via an interactive learning approach (Hayes, Stott, Lamb, & Hurst, 2020). In line with this, Escamilla-Fajardo, Alguacil, & López-Carril (2021) also showed that TikTok can be used to provoke creativity and curiosity within a sports science educational program. Such active engagement is increasingly necessary in enhancing innovative learning practices among students (Escamilla-Fajardo, Alguacil, &

López-Carril, 2021). Nam (2020) emphasized the ability to engage in critical literacy through educational devices such as TikTok. One such study was conducted with elementary students. The research used TikTok to engage the students in race and identity issues and develop critical thinking within a real-world context.

### **3. Studies on Challenges of Using TikTok in Education**

While TikTok provides several opportunities, its application in classrooms poses significant challenges. According to Middleton (2022), TikTok's entertaining nature makes it difficult to focus content on educational goals. This entertaining nature leads to distraction and forces educators to pick content that aligns with educational objectives. Perrotti, Puwo, & Jayarathna (2023) expressed worry over the spread of misinformation on TikTok, emphasizing that professionals and educators ensure the accuracy of special education and speech pathology content. Arifa (2023) elaborated on the challenge of inappropriate behaviors, such as narcissism and immoral content, that can be displayed by students using TikTok, which poses challenges to maintaining a positive educational environment. Bahagia et al. (2022) explored how TikTok could distract students and lead to overreliance on technology. The study recommended educating students in digital literacy to use TikTok responsibly. Khlaif & Salha (2021) observed that TikTok demands internet access and digital devices, which can be limiting in resource-poor environments. Students in such settings may lack the aptitude to use TikTok effectively for learning.

### **4. Studies Against the Use of TikTok in Education**

Some studies have highlighted concerns about the use of social media platforms, such as TikTok, for educational purposes. Putri et al. (2023) added that students are distracted by TikTok, and it encourages them to become more dependent on technology, thus undermining their critical thinking. Nguyen & Diederich (2023) highlighted that uncivil comments on educational TikTok videos may discourage participation and negatively affect students' digital well-being. This research brought to light the challenges related to creating a positive learning environment in social media spaces.

#### **1.10 Summary**

The potential benefits and pitfalls of integrating TikTok into learning environments have been discussed in this literature review. Although the app brings significant opportunities

in terms of creativity, engagement, and critical thinking, challenges around issues of monitoring, misinformation, and student distractions cannot be ignored. Current research underlines the need for guidance frameworks and critical digital literacy to maximize the educational value of TikTok. This research will help bridge these gaps through the presentation of new insights related to TikTok's role in digital pedagogy.

## **Chapter Two**

### **Methodology and procedure of the study**

#### **2.1 Introduction**

The present chapter examines the research methodology framework that guided the execution of this investigation. Consequently, this section delineates the procedures and methodological approaches utilized in the current research entitled “The Perspectives of EFL Students for Using TikTok to Enhance Creative Thinking in Learning Short Fiction in Palestinian Higher Education”. In order to fulfill the study's objectives and provide responses to its research questions and hypotheses, this chapter selects the most suitable methodological approach for this particular investigation.

Several distinct sections constitute the main body of this chapter. These components include the research design, study variables, target population, research sample, and the data collection instruments utilized by the investigator. Additionally, this chapter examines two fundamental elements of the present thesis: the validity and reliability of the data collection tools, the procedural steps the researcher implemented to accomplish this investigation, the analytical methods used to examine the gathered data, and ultimately the comprehensive statistical procedures employed.

Each section thoroughly examines these procedures to guarantee that the final outcomes are precise and dependable, which remains essential for reflecting, confirming, and strengthening the overall validity and significance of the research.

#### **2.2 Study Design**

In order to accomplish the primary research objectives effectively, this investigation employs a mixed-methods methodological framework to examine The Perspectives of EFL Students for Using TikTok to Enhance Creative Thinking in Learning Short Fiction in Palestinian Higher Education, which may ultimately contribute to improving self-directed learning within Palestinian higher education institutions.

The two methodological approaches consist of quantitative and qualitative designs that function as descriptive and analytical frameworks for evaluating and comprehending the collected information. The quantitative methodology provided measurable datasets

regarding students' active engagement and actual academic performance. Conversely, the qualitative methodology delivered valuable insights into their perspectives, overall reception, and behavioral attitudes.

The implementation of both methodological approaches ensured comprehensive, well-documented, and thorough understanding of the effective and fundamental role that TikTok plays in enhancing creative thinking within short fiction learning in Palestinian Higher Education.

### **2.3 Variables of the Study**

This investigation incorporates the following variables, categorized into independent and dependent classifications:

#### **2.3.1 Independent Variables**

##### **Students**

1. Gender which involves two categories (males and females).
2. Academic Year which involves four categories (First-year, Second-year, Third-year and Fourth-year).
3. University which involves two categories (An-Najah National University and Al-Quds Open University).

#### **2.3.2 Dependent variables**

The response of undergraduate students (their perspectives) on the items of the study tool concerns the Exploring EFL Students' Perspective for Using TikTok to Enhance Creative Thinking in Learning Short Fiction in Palestinian Higher Education.

### **2.4 Study Population and Sample**

The research sample comprised 355 students from An-Najah National University and Al-Quds Open University. The target population consists of students from An-Najah National University and Al-Quds Open University who are enrolled in English as a foreign language programs. The sampling method employed was stratified random sampling.

The participants' backgrounds demonstrate diversity across gender, academic year, and institutional affiliation. Table (1) presents the demographic characteristics of the research sample.

**Table (1)**

*Distribution of Students Sample According to Study Independent Variables*

<b>Variable</b>	<b>Class</b>	<b>Frequency</b>	<b>Percentage %</b>
<b>Gender</b>	Male	104	29.3
	Female	251	70.7
<b>Academic year</b>	First-year	99	27.9
	Second-year	66	18.6
	Third-year	80	22.5
	Fourth-year	110	31.0
<b>University</b>	An-Najah National University	164	46.2
	Al-Quds Open University	191	53.8
<b>Total</b>		355	100.0

## 2.5 Instruments of the Study

In pursuit of accomplishing the research objectives, the investigator implemented a comprehensive mixed-methods analytical framework that combined quantitative and qualitative research methodologies. The research process commenced with an extensive examination of findings through quantitative analysis techniques, subsequently transitioning to qualitative analytical methods for processing data obtained from student interviews conducted at both educational institutions: An-Najah National University and Al-Quds Open University.

The incorporation of the qualitative methodology proved essential for verifying, strengthening, and validating the findings obtained and examined through the survey instrument administered to students across both academic institutions. The primary quantitative tool consisted of a comprehensive 38-item survey instrument developed through extensive review of existing scholarly literature combined with the researcher's professional expertise in English as a Foreign Language education.

This survey instrument was specifically constructed to capture undergraduate student perspectives and was disseminated electronically through multiple distribution channels, encompassing email communications, various social media platforms, and official institutional accounts. The survey structure comprised two distinct sections: the initial section concentrated on collecting demographic characteristics of participants, including gender classification, academic standing, and institutional affiliation. The subsequent section examined three primary research domains: General Perceptions of TikTok in EFL Short Fiction Courses, TikTok as a Teaching Tool for Short Fiction, and Impact on Learning Outcomes.

Regarding the qualitative component of the investigation, the researcher facilitated structured interviews with 20 undergraduate participants. These interview sessions incorporated open-ended questioning techniques designed to elicit comprehensive responses and generate rich qualitative information. The interview process was executed utilizing various digital communication platforms, including WhatsApp messaging, Messenger applications, electronic mail correspondence, and audio recording technologies. This integrated methodological approach facilitated a comprehensive examination of EFL Students' Perspective for Using TikTok to Enhance Creative Thinking in Learning Short Fiction in Palestinian Higher Education.

### **2.5.1 First Instrument: Questionnaire**

The principal research instrument, specifically the questionnaire, was administered to undergraduate participants through electronic distribution methods. To fulfill the study's research objectives, the investigator constructed a 38-item survey instrument targeting student populations, drawing from established academic literature and the researcher's professional background in EFL education.

The questionnaire framework consisted of two primary components: the initial section concentrated on gathering demographic information from respondents, encompassing gender identification, age classification, academic year designation, and university affiliation. The second component incorporated three distinct domains: General Perceptions of TikTok in EFL Short Fiction Courses, TikTok as a Teaching Tool for Short Fiction, and Impact on Learning Outcomes.

Response scoring for individual items was determined using a five-point Likert scale methodology for the initial three response domains, where strongly agree received 5 points, agree received 4 points, neutral responses received 3 points, disagree received 2 points, and strongly disagree received 1 point.

### **2.5.2 Second Instrument: Interviews**

The interview component encompassed five questions directly related to the research focus and involved twenty undergraduate students representing various Palestinian higher education institutions, specifically An-Najah National University and Al-Quds Open University. The primary objective centered on gathering personal insights and experiential accounts regarding the central thesis topic: Exploring the EFL Students' Perspective of Using TikTok to Enhance Creative Thinking in Learning Short Fiction in Palestinian Higher Education.

Student interviews were facilitated through their preferred social communication platforms, including WhatsApp messaging services, Messenger applications, and official university communication channels. The researcher systematically documented the conversations with participants, maintained detailed notes, and organized the information according to the established research questions.

### **2.6 Validity of the Questionnaire**

To establish the questionnaire's validity, the instrument underwent evaluation by a panel of subject matter experts specializing in EFL instruction, information technology applications, and artificial intelligence within the Faculty of Education at An-Najah National University. The expert panel's feedback and recommendations were carefully considered to refine and enhance the questionnaire's content and phrasing through item elimination, addition, or modification processes, ultimately resulting in 38 remaining items.

### **2.7 Reliability of the Questionnaire**

The questionnaire's reliability was determined using Cronbach's Alpha coefficient, with the subsequent tables presenting the analytical results:

**Table (2)***Cronbach Alpha test for the students' study tool*

<b>Domains</b>	<b>Items</b>	<b>Cronbach Alpha</b>
General Perceptions of TikTok in EFL Short Fiction Courses	10	0.947
TikTok as a Teaching Tool for Short Fiction	14	0.960
Impact on Learning Outcomes	14	0.960
<b>Total</b>	<b>38</b>	<b>0.983</b>

Results in Table (2) illustrate that the Cronbach Alpha coefficient of the instructors' tool ranged from (0.947) to (0.960) for the domains of (General Perceptions of TikTok in EFL Short Fiction Courses) and (TikTok as a Teaching Tool for Short Fiction and Impact on Learning Outcomes). Cronbach Alpha coefficient for the total degree was (0.983). These values are excellent and acceptable for the purpose of the study.

## **2.8 The Study Procedure**

The implementation of this research investigation followed a systematic sequence of carefully planned steps to ensure methodological rigor and institutional compliance. Initially, the researcher engaged in comprehensive consultations with the academic supervisor to establish clear guidelines and operational frameworks for the study's execution. These preliminary discussions proved instrumental in defining the research trajectory and establishing appropriate procedural standards.

Following these initial consultations, formal authorization to commence the research was secured from the Deanship of the Faculty of Graduate Studies at An-Najah National University. This institutional approval represented a crucial milestone in legitimizing the research endeavor and ensuring adherence to academic protocols.

The subsequent phase involved the systematic identification and delineation of both the target population and the specific sample group that would participate in the investigation. This process required careful consideration of demographic characteristics and institutional affiliations to ensure representative sampling across the intended research scope.

Institutional permissions were then obtained from both An-Najah National University and Al-Quds Open University, granting the researcher official authorization to administer

questionnaires and conduct interview sessions with undergraduate students from these respective institutions. These formal approvals were essential for maintaining ethical research standards and ensuring institutional cooperation.

The distribution of the electronic questionnaire link to the selected participant sample was executed through multiple communication channels, including electronic mail systems and various social media platforms. Simultaneously, individual interview arrangements were coordinated through these same digital communication methods.

The finalized questionnaire instrument was subsequently administered to the designated study sample. The complete cycle of instrument distribution, data collection, and response compilation extended over a five-week period. Throughout this timeframe, the researcher maintained systematic tracking of response rates and participant engagement. The data collection process ultimately yielded 355 completed questionnaire responses, representing a substantial sample size for subsequent statistical analysis.

The analytical phase employed the Statistical Package for Social Sciences (SPSS) software platform to process and examine the collected data systematically. This sophisticated analytical tool enabled comprehensive statistical examination of the research findings.

## **2.9 Statistical Procedures**

The analytical framework for processing the collected data utilized SPSS software to address the research hypotheses and respond to the study's central questions. The researcher implemented several statistical techniques to ensure comprehensive data examination.

Descriptive statistical measures, including arithmetic means, frequency distributions, standard deviations, and percentage calculations, were employed to determine the relative significance of individual questionnaire items. These measures provided foundational insights into participant response patterns and central tendencies within the dataset.

Independent Samples T-tests were utilized to examine hypotheses concerning gender-based variables and institutional differences between universities. This analytical

approach enabled the researcher to identify statistically significant variations between distinct participant groups.

One-Way Analysis of Variance (ANOVA) testing was implemented to examine variables related to academic year classifications. This statistical technique facilitated the identification of significant differences across multiple academic level categories simultaneously.

Cronbach's Alpha coefficient was calculated to assess the internal consistency and reliability of questionnaire items. This measure provided crucial validation of the instrument's psychometric properties and ensured the dependability of collected responses.

Post-hoc testing procedures were employed to identify specific group differences in cases where null hypotheses were rejected. These follow-up analyses provided detailed insights into the nature and direction of significant statistical differences.

## **2.10 Data Analysis**

The researcher established a comprehensive analytical framework to interpret participant response levels systematically. To standardize the interpretation of five-point Likert scale responses, specific cell boundaries were calculated and implemented.

The analytical process began with determining the scale range by subtracting the minimum value from the maximum value ( $5-1=4$ ). This range was subsequently divided by the number of scale categories ( $4/5=0.80$ ) to establish uniform cell intervals. The resulting value was then added to the lowest scale point (1) to determine the upper boundary for each response category.

These calculated boundaries provided a standardized framework for interpreting participant responses and ensuring consistent analytical treatment across all questionnaire items. The systematic approach to scale interpretation enhanced the reliability and validity of subsequent statistical analyses and enabled meaningful comparison of response patterns across different participant groups and questionnaire domains.

The implementation of this analytical framework facilitated comprehensive examination of participant perspectives while maintaining methodological rigor throughout the data

interpretation process. Table (3) presents the specific cell boundaries and their corresponding interpretation levels for reference during the analytical phase.

**Table (3)**

*Scale for representing the estimation level of sample responses*

<b>Mean</b>	<b>Percentage %</b>	<b>Estimation Level</b>
4.20 and more	84.0 % and more	<i>Very High</i>
3.40-4.19	68.0 – 83.8 %	<i>High</i>
2.60-3.39	52.0 – 67.8 %	<i>Moderate</i>
1.80- 2.59	36.0 – 51.8 %	<i>Low</i>
Less than 1.8	35.9% and less	<i>Very Low</i>

## Chapter Three

### Results

#### 3.1 Introduction

The primary objective of this investigation was to explore how EFL students perceive the utilization of TikTok as a tool for fostering creative thinking within short fiction learning contexts in Palestinian higher education institutions. Additionally, the research sought to examine how various demographic and academic variables influenced participant responses. In pursuit of these research objectives, the investigator conducted comprehensive analysis of questionnaire data, aligning the analytical approach with the established research questions and hypotheses. The findings obtained from this analysis are presented below:

#### 3.2 Results related to the main study Question

Which is: What are the perspectives of EFL Students for Using TikTok to Enhance Creative Thinking in Learning Short Fiction in Palestinian Higher Education?

In addressing this research question, the investigator employed arithmetic means, standard deviations, and assessment levels as demonstrated in the subsequent tables.

**Table (4)**

*Means, Standard Deviations, and estimated level of for the perspectives of EFL Students for Using TikTok to Enhance Creative Thinking in Learning Short Fiction in Palestinian Higher Education in descending order*

No.	No. In the Questionnaire	Domains	Means	standard deviations	Percentage %	Estimated level
1	2	TikTok as a Teaching Tool for Short Fiction	4.14	0.70	82.8	High
2	1	General Perceptions of TikTok in EFL Short Fiction Courses.	4.12	0.76	82.8	High
3	3	Impact on Learning Outcomes	4.11	0.71	82.2	High
<b>Total</b>			<b>4.12</b>	<b>0.69</b>	<b>82.8</b>	<b>High</b>

The data presented in Table (4) reveals that the overall score regarding EFL students' viewpoints on utilizing TikTok to foster creative thinking in short fiction learning within

Palestinian higher education institutions reached (4.12), indicating a substantial level of assessment. Among the examined domains, "TikTok as a Teaching Tool for Short Fiction" received the most favorable average score. Conversely, the domains "General Perceptions of TikTok in EFL Short Fiction Courses and Impact on Learning Outcomes" demonstrated the least favorable ratings. The subsequent tabular presentations provide detailed analysis of individual item responses:

**Table (5)**

*Means, Standard Deviations, and estimated level of for the perspectives of EFL Students for Using TikTok to Enhance Creative Thinking in Learning Short Fiction in Palestinian Higher (General Perceptions of TikTok in EFL Short Fiction Courses) in descending order*

No.	No. In the Questionnaire	Item	Means	standard deviations	Percentage %	Estimated level
1	2	TikTok can provide various content categories for different audiences	4.39	0.79	87.8	Very High
2	1	I am familiar with the TikTok app	4.27	1.04	85.4	Very High
3	10	The use of TikTok in education can motivate students to explore literary topics outside the classroom	4.19	0.92	83.8	High
4	3	TikTok can be used as a tool for sharing academic or educational content	4.18	0.91	83.6	High
5	6	TikTok can enhance accessibility to educational content for a diverse group of learners	4.14	0.90	82.8	High
6	4	TikTok can inspire innovative methods for integrating technology into the learning process	4.14	0.89	82.8	High
7	5	TikTok can provide content that aligns with specific educational goals, such as teaching short fiction	4.11	0.95	82.2	High
8	9	TikTok's interactive features can help improve students' understanding of short fiction	4.08	0.90	81.6	High
9	7	TikTok encourages students to engage with literary concepts in creative ways	4.01	1.03	80.2	High
10	8	Using TikTok in the classroom can foster collaborative learning experiences	3.71	1.21	74.2	High
<b>Total</b>			4.12	0.76	82.8	High

The findings displayed in Table (5) indicate that the overall assessment score for EFL students' attitudes toward employing TikTok to enhance creative thinking in short fiction learning within Palestinian higher education institutions (specifically regarding General Perceptions of TikTok in EFL Short Fiction Courses) achieved (4.12), reflecting a

substantial evaluation level. The statement "TikTok can provide various content categories for different audiences" obtained the highest average rating among all items. In contrast, the statement "Using TikTok in the classroom can foster collaborative learning experiences" recorded the lowest mean score within this domain.

**Table (6)**

*Means, Standard Deviations, and estimated level of for the perspectives of EFL Students for Using TikTok to Enhance Creative Thinking in Learning Short Fiction in Palestinian Higher (TikTok as a Teaching Tool for Short Fiction) in descending order*

No.	No. In the Questionnaire	Item	Means	standard deviations	Percentage %	Estimated level
1	5	TikTok can be used to summarize short fiction effectively through short video clips	4.28	0.81	85.6	Very High
2	3	TikTok can simplify complex themes in short fiction through visuals.	4.23	0.84	84.6	Very High
3	1	TikTok can make learning short fiction more engaging	4.21	0.87	84.2	Very High
4	6	TikTok can visually represent characters, settings, and themes in short fiction.	4.20	0.83	84.0	Very High
5	7	TikTok can encourage students to create content that demonstrates their understanding of short fiction	4.19	0.86	83.8	High
6	8	TikTok can serve as a platform for students to share creative interpretations of short fiction stories.	4.15	0.92	83.0	High
7	12	Using TikTok for short fiction analysis can improve students' digital literacy skills	4.15	0.89	83.0	High
8	4	Using TikTok in teaching short fiction can help bridge the gap between traditional and modern learning methods	4.14	0.91	82.8	High
9	14	TikTok can foster collaborative learning by allowing students to engage in discussions and co-create content related to short fiction	4.13	0.85	82.6	High
10	13	TikTok can help students develop skills that enhance their appreciation of short fiction	4.10	0.87	82.0	High
11	10	TikTok can help students analyze short fiction from multiple perspectives through peer discussions	4.07	0.92	81.4	High
12	9	TikTok can complement traditional teaching methods in exploring short fiction	4.05	0.91	81.0	High
13	11	TikTok's interactive nature can enhance students' critical thinking about short fiction	4.03	0.91	80.6	High
14	2	TikTok features, such as filters and editing tools, can help students creatively express literary ideas	3.97	1.03	79.4	High
<b>Total</b>			4.14	0.70	82.8	High

The data presented in Table (6) demonstrates that the comprehensive score concerning EFL students' viewpoints on utilizing TikTok to foster creative thinking in short fiction learning within Palestinian higher education (particularly regarding TikTok as a Teaching Tool for Short Fiction) reached (4.14), signifying a considerable level of assessment. Among the evaluated items, "TikTok can be used to summarize short fiction effectively through short video clips" received the most favorable mean rating. Conversely, the item "TikTok features, such as filters and editing tools, can help students creatively express literary ideas" achieved the least favorable average score in this category.

**Table (7)**

*Means, Standard Deviations, and estimated level of for the perspectives of EFL Students for Using TikTok to Enhance Creative Thinking in Learning Short Fiction in Palestinian Higher (Impact on Learning Outcomes) in descending order*

No.	No. In the Questionnaire	Item	Means	standard deviations	Percentage %	Estimated level
1	2	Students can remember short fiction content when it is presented through TikTok videos	4.29	0.87	85.8	Very High
2	10	TikTok allows students to personalize their learning experience by selecting content that suits their interests	4.20	0.89	84.0	Very High
3	5	TikTok can motivate students to engage with literary content outside the classroom	4.16	0.87	83.2	High
4	4	TikTok can promote diversity in understanding literary themes through exposure to various cultural perspectives	4.16	0.86	83.2	High
5	3	TikTok can enhance students' critical thinking and creativity in interpreting short stories	4.15	0.89	83.0	High
6	11	TikTok can enhance students' abilities by making them more	4.13	0.86	82.6	High
7	8	TikTok can provide a creative platform for students to reinterpret classic short fiction	4.13	0.86	82.6	High
8	7	TikTok can encourage self-directed learning by allowing students to explore short fiction independently	4.10	0.88	82.0	High
9	9	TikTok can improve students' ability to analyze and critique short fiction through interactive discussions	4.07	0.98	81.4	High
10	14	TikTok can bridge the gap between academic and real-world applications of literary analysis by encouraging students to apply their knowledge creatively	4.07	0.92	81.4	High
11	12	TikTok's multimedia approach can cater to different learning styles, improving comprehension of short fiction	4.06	0.90	81.2	High
12	6	TikTok can strengthen collaborative learning by encouraging students to create group projects on short fiction	4.06	0.89	81.2	High
13	1	TikTok encourages students to engage more actively with literary content.	4.03	0.97	80.6	High
14	13	TikTok can serve as a digital tool for evaluating students' understanding of literary concepts	3.96	0.99	79.2	High
<b>Total</b>			4.11	0.71	82.2	High

The results illustrated in Table (7) reveal that the overall rating for EFL students' perspectives regarding the utilization of TikTok to enhance creative thinking in short fiction learning within Palestinian higher education (specifically concerning Impact on Learning Outcomes) achieved (4.11), indicating a substantial assessment level. The statement "Students can remember short fiction content when it is presented through TikTok videos" garnered the highest mean score among all examined items. Meanwhile, the statement "TikTok can serve as a digital tool for evaluating students' understanding of literary concepts" registered the lowest average rating within this domain.

### 3.2.1 Results related to the first study hypothesis

Which is: There are no statistically significant differences at ( $\alpha = 0.05$ ) among perspectives of English language students at two selected universities in the north of West Bank in the extent of using TikTok application toward enhancing their creative thinking of English language due to gender.

To analyze this hypothesis, Independent sample t-tests were used and the Table (8) shows the results:

**Table (8)**

*Independent two-sample t-test result of the perspectives of English language students at two selected universities in the north of West Bank in the extent of using TikTok application toward enhancing their creative thinking of English language due to gender*

Domain	Category	N	Mean	S. D	t	Sig.*
General Perceptions of TikTok in EFL Short Fiction Courses	Male	104	4.49	0.70	6.048	0.000*
	Female	251	3.97	0.74		
TikTok as a Teaching Tool for Short Fiction	Male	104	4.49	0.66	6.506	0.001*
	Female	251	3.99	0.66		
Impact on Learning Outcomes	Male	104	4.49	0.72	6.735	0.000*
	Female	251	3.96	0.65		
<b>Total degree</b>	Male	104	4.49	0.68	6.746	0.000*
	Female	251	3.97	0.64		

\* The mean difference is significant at the (0.05) level.

The findings presented in Table (8) demonstrate the existence of statistically meaningful variations at the significance level ( $\alpha = 0.05$ ) regarding English language learners' viewpoints at two chosen universities located in the northern region of the West Bank

concerning the degree of TikTok application usage for enhancing creative thinking in English language learning, attributed to gender-based factors. The calculated significance value reached (0.000), falling below the threshold of (0.05), with these variations favoring male participants who achieved a mean score of (4.49) compared to female participants' mean score of (3.97). Furthermore, statistically meaningful differences across the domains of “General Perceptions of TikTok in EFL Short Fiction Courses”, “TikTok as a Teaching Tool for Short Fiction”, and “Impact on Learning Outcomes” consistently demonstrate preference toward male respondents.

### 3.2.2 Results related to the second Hypothesis

which is: There are no statistically significant differences at ( $\alpha=0.05$ ) in the perspectives of the English language students at two selected universities in the north of West Bank in the extent of using TikTok application toward enhancing their creative thinking of English language due to the year of study.

To analyze the second hypothesis, One Way ANOVA test was used and the Tables (9) and (9) show the results:

**Table (9)**

*Frequencies, Means, and Standards Deviations of the perspectives of English language students at two selected universities in the north of West Bank in the extent of using TikTok application toward enhancing their creative thinking of English language due to year of study for the total degree*

<b>(Total Degree)</b>	<b>Year of Study</b>	<b>N</b>	<b>Mean</b>	<b>S. D</b>
<i>The perspectives of the English language students at two selected universities in the north of West Bank in the extent of using TikTok application toward enhancing their creative thinking of English language</i>	First-year	99	4.30	0.78
	Second-year	66	4.29	0.68
	Third-year	80	4.06	0.68
	Fourth-year	110	3.91	0.56
	<b>Total</b>	355	4.12	0.69

Table (9) shows that there are differences in means of the levels of the year of study. In order to show these differences, the One-Way ANOVA test was used and Table (10) shows the results.

**Table (10)**

*Results of One-Way ANOVA for the perspectives of English language students at two selected universities in the north of West Bank in the extent of using TikTok application toward enhancing their creative thinking of English language due to year of study*

<b>Domains</b>	<b>Year of Study</b>	<b>Sum of Squares</b>	<b>Df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
General Perceptions of TikTok in EFL Short Fiction Courses	Between Groups	8.468	3	2.823	4.943	0.002*
	Within Groups	200.418	351	0.571		
	<b>Total</b>	208.886	354			
TikTok as a Teaching Tool for Short Fiction	Between Groups	9.876	3	3.292	6.916	0.000*
	Within Groups	167.071	351	0.476		
	<b>Total</b>	176.947	354			
Impact on Learning Outcomes	Between Groups	11.771	3	3.924	8.113	0.000*
	Within Groups	169.740	351	0.484		
	<b>Total</b>	181.511	354			
<b>Total</b>	Between Groups	9.963	3	3.321	7.158	0.000*
	Within Groups	162.850	351	0.464		
	<b>Total</b>	172.813	354			

\* The mean difference is significant at the (0.05) level.

Table (10) shows that there are statistically significant differences at ( $\alpha = 0.05$ ) in the perspectives of English language students at two selected universities in the north of West Bank in the extent of using TikTok application toward enhancing their creative thinking of English language due variable of year of study. The significant value was (0.000) which is more than (0.05). Also, there are statistically significant differences in the domains of (General Perceptions of TikTok in EFL Short Fiction Courses ,TikTok as a Teaching.

In order to know the differences, post hoc test was used and the table (11) in appendix (D) shows the results.

Table (11) shows that there are differences between year level (First-year) and levels of (Third-year and Fourth-year) in favor of experience level (First-year).

### **3.2.3 Results related to the third study hypothesis**

Which is: There are no statistically significant differences at ( $\alpha = 0.05$ ) among perspectives of English language students at two selected universities in the north of West Bank in the extent of using TikTok application toward enhancing their creative thinking of English language due to university.

To analyze this hypothesis, Independent sample t-tests were used and the Table (12) in appendix (D) shows the results.

The data illustrated in Table (12) reveals the presence of statistically meaningful variations at the significance threshold ( $\alpha= 0.05$ ) concerning English language learners' attitudes at two designated universities in the northern West Bank region regarding the utilization level of TikTok application for fostering creative thinking in English language learning, based on institutional affiliation. The computed significance value of (0.000) falls beneath the established criterion of (0.05), with these variations demonstrating advantage for Al-Quds Open University students who recorded a mean score of (4.32), while An-Najah National University students achieved a mean score of (3.90). Additionally, statistically meaningful variations within the categories of "General Perceptions of TikTok in EFL Short Fiction Courses," "TikTok as a Teaching Tool for Short Fiction," and "Impact on Learning Outcomes" consistently favor Al-Quds Open University participants.

### **3.3 Results of Interviews**

The researcher conducted interviews with 20 undergraduate students from two various Palestinian universities which are An-Najah National University and Al-Quds Open University to investigate the perspectives of EFL students for using TikTok to enhance creative thinking in learning short fiction in Palestinian higher education. These interviews were accomplished through online platforms such as WhatsApp, Messenger, and email, to make data collection possible for the study. To meet the main objectives of this research, which are centered on capturing students' views on the role of TikTok in transforming learning into a more creative way. The researcher has designed the interview questions to respond directly to these objectives. Based on the studies that the researcher discussed in detail, the questions were designed to address and shed light on the autonomous perspectives of learners, the integration of technology in education, and students' involvement. There are different criteria that the researcher followed to authenticate the final results and make sure they meet the core objectives of the study. These criteria include clarity of questions, relevance to the central aims of the study, and their potential to produce detailed, intellectual answers on the part of students. These questions were open-ended to help students get engaged in a culture of sharing in which they display their experiences and reflections freely, and this makes it possible to

comprehend their perspectives and the wider contexts of education. The collected data thematic analysis and the findings are demonstrated below:

### **Theme 1: Students' View on Using TikTok to Learn Short Stories**

The interviews revealed varied student responses to TikTok as a platform for teaching short stories. Some students said that TikTok's short, graphic style made them more interested in reading, particularly for younger children. One student said, "TikTok short video is easy to remember ... and [can] make people imagine," while another said that the mix of music, pictures, and performance got them interested in literature. Some people were better able to remember the main narrative concepts after seeing short, themed movies. Some people, on the other hand, were worried about the platform's limitations. A fourth-year student said, "TikTok's way of quickly moving through text doesn't have the depth or rich reason for storytelling," stressing that the pace of short-form content frequently makes significant literary engagement impossible. These different points of view show that TikTok's position in education is a double-edged sword: it's easy to use, but its depth is up for debate.

### **Theme 2: Reading-based educational content on TikTok**

A lot of students said they have seen educational or literary material on TikTok, especially via "BookTok," where people submit book reviews, summaries, and thoughts on important issues. One student said, "Most of the TikTokers I follow do summaries for medieval literature," which means short videos that provide context and brief views on great works. Another user said, "When you watch literature content, you get served more," which shows how TikTok's algorithm can create a tailored educational feed. But not everyone was sure that what they observed was worth studying. A third-year student warned, "Anyone ... may upload false information ... and a lot of other people trust them just because they have a lot of followers. This shows how hard it is to check the veracity and academic integrity of user-generated information, even as TikTok is becoming more popular as a place to study.

### **Theme 3: TikTok fosters creative thinking on short fiction**

Some students thought that TikTok helped them think creatively while studying literature, whereas others disagreed. Some others thought it was useful for coming up with fresh

ways to think about fiction. One student noted, “You start having new creative ideas over time”, referring to brief video analyses and different narratives that changed how they thought about characters and themes. Some people said that innovative interpretations of endings or character arcs made them think more critically. But many others were still unsure. One student said, “There isn't a right place on TikTok to make something from your own imagination, and literature needs deep thought”. They said that the shortness of videos makes it hard to do deeper intellectual work. These answers show that TikTok may ignite creativity, but it doesn't always help people think deeply or come up with new ideas unless they are properly directed.

#### **Theme 4: TikTok has the potential to make regular lessons more interesting**

Some students thought that TikTok should be used in regular classes, while others did not. Some people thought it should be used as an extra tool, particularly for collaborative tasks and presentations. One student said, “I got (90%) of the information for my presentation from TikTok”, and they liked the platform's many points of view and summary-style material. Others said that TikTok's comment sections were useful since they let people share their thoughts and views. Some people, on the other hand, thought TikTok was a waste of time. “I would avoid it in the classroom”, stated one kid, who noted that the site is more for fun than for learning. These many points of view show that TikTok's performance in the classroom relies on how effectively it is incorporated and supported by organized education.

#### **Theme 5: the production of peer discussion via TikTok**

Most students knew that TikTok may help peer talks by giving them something to talk about. One student said, “We can watch a video, short, and then we can talk”, which shows how the platform helps people work together to think. Another person said that elements like “Duet”, which enables users comment to other people's films, made the learning area more interactive. People were worried that TikTok encourages material that is too simple, however. One student said, “TikTok doesn't really expand the students' horizons or the mindset”, which suggests that the platform may foster superficial consumption instead of meaningful participation. These findings suggest that while TikTok can prompt dialogue, its educational impact relies heavily on critical discussion and guided application.

Overall, these findings suggest that while TikTok can serve as a catalyst for peer discussion, its educational effectiveness depends largely on how critically and purposefully it is integrated into learning activities. Without structured guidance, there is a risk that interaction may remain superficial, limiting the platform's value in fostering meaningful academic dialogue.

## Chapter Four

### Discussion, Results, and Recommendations

#### 4.1 Introduction

This chapter goes into great detail on the results of the research, which were based on both quantitative and qualitative data. The main goal is to connect these findings directly to the study objectives and hypotheses. This will provide us a better understanding of how EFL students see TikTok's role in encouraging creative thinking while learning short fiction in Palestinian higher education. The chapter is set up such that it first gives a general overview of the results, and then it goes into great detail on each study issue and hypothesis. Next, we'll look at the rich qualitative insights we got from the interviews. Finally, we'll come to a short conclusion that sums up the main points. Finally, we will provide a list of useful suggestions based on what we learned from the research.

#### 4.2 Discussion

##### Overall Findings

At first look, Table (4) gives a general idea of how EFL students feel about using TikTok to help Palestinian college students think creatively about writing short stories. The average score across all domains was (4.12), with a standard deviation of (0.69). This means that the degree of estimation was quite high at 82.8%. This number clearly shows that most EFL students think TikTok is useful in this particular educational context. The domain "TikTok as a Teaching Tool for Short Fiction" had the highest mean (4.14, SD = 0.70), which shows that students strongly believe that TikTok may be a useful tool for teaching literature. In the same way, the areas of "General Perceptions of TikTok in EFL Short Fiction Courses" (Mean = 4.12, SD = 0.76) and "Impact on Learning Outcomes" (Mean = 4.11, SD = 0.71) also had high levels of estimate, which supports this overall good view. Overall, these results show that EFL students mostly see TikTok as a useful and effective tool for encouraging creative thinking and improving learning outcomes in short stories.

#### **4.2.1 Discussion of the First Research Question**

##### **What are the perspectives of EFL students for using TikTok to enhance creative thinking in learning short fiction in Palestinian higher education?**

To answer the main question of this study, we carefully looked at the views of EFL students in three important areas: what they thought of TikTok in EFL short fiction classes, how useful they thought it would be as a teaching tool for short fiction, and how they thought it would affect learning outcomes. The thorough examination of these areas, as shown in Tables (5), (6), and (7), constantly shows that the students had a very high and favorable opinion.

##### **General Perceptions of TikTok in EFL Short Fiction Courses (Table 5)**

Table (5) carefully breaks down students' general thoughts on TikTok in the context of EFL short story classes. With a total mean score of (4.12) and a standard deviation of (0.76), the domain is clearly in the high estimate range (82.8%). This statistical result clearly implies that most students have positive opinions about TikTok's usefulness and function in a short story classroom.

The statement “TikTok can provide various content categories for different audiences” had the highest mean score (4.39, SD = 0.79), which got a “Very High” assessment level (87.8%). This data strongly shows that students are quite aware of how versatile TikTok is in providing a wide range of material, which they clearly see as a great opportunity for instructional use. The statement “I am familiar with the TikTok app” (Mean = 4.27, SD = 1.04) similarly got a “Very High” rating (85.4%). This number is quite important since it shows how well pupils know and feel at ease with the platform. It is reasonable to assume that their extensive familiarity with it is a major reason why they are open to having it integrated into their learning.

Other highly rated items, like “The use of TikTok in education can motivate students to explore literary topics outside the classroom” (Mean = 4.19, SD = 0.92) and “TikTok can be used as a tool for sharing academic or educational content” (Mean = 4.18, SD = 0.91), also support this positive view. All of these answers support the idea that students really see TikTok as both a way to motivate them and a useful tool for studying outside of the classroom. The item with the lowest mean in this area was “Using TikTok in the

classroom can foster collaborative learning experiences” (Mean = 3.71, SD = 1.21). This mean is a little lower than the “High” level (74.2%), but it could suggest that although students see the possibility for cooperation, its immediate or greatest perceived value may not be as clear as other benefits the platform offers.

Overall, the evidence in Table (5) strongly suggests that EFL students have a strong and favourable view of TikTok. They see it as a relevant, easy-to-use, and very stimulating platform that may greatly increase their interest in short stories, whether in the organized setting of the classroom or in more casual, self-directed learning situations. Their prior pre-existing familiarity with and ease of use of the platform seems to be a major reason for drinking the Kool-Aid.

### **TikTok as a Teaching Tool for Short Fiction (Table 6)**

Table (6) carefully explains how students feel about using TikTok directly as a teaching tool for short stories. This area had the highest overall mean of the three (Mean = 4.14, SD = 0.70), which is a strong evidence that students really understood how important the platform was for teaching. The average degree of estimate for this domain was similarly quite high, at 82.8%.

If you look more closely at the individual things in this domain, you'll see that some of them got “Very High” ratings. This shows exactly how students think TikTok may be used effectively. The statement “TikTok can be used to summarize short fiction effectively through short video clips” got the highest mean (Mean = 4.28, SD = 0.81, 85.6% Very High). This study strongly implies that students intuitively understand how effective TikTok's short video format is for communicating information in a clear and memorable way, especially when breaking down complicated stories. Next were things like “TikTok can simplify complex themes in short fiction through visuals” (Mean = 4.23, SD = 0.84, 84.6% Very High) and “TikTok can make learning short fiction more engaging” (Mean = 4.21, SD = 0.87, 84.2% Very High). These findings show that students think TikTok has the ability to improve both understanding and engagement, mostly because of its interactive and visually appealing design.

Other things that got a lot of attention were “TikTok can visually represent characters, settings, and themes in short fiction” (Mean = 4.20, SD = 0.83, 84.0% Very High) and

“TikTok can encourage students to create content that demonstrates their understanding of short fiction” (Mean = 4.19, SD = 0.86, 83.8% High). These answers are especially interesting because they show that students don't just see TikTok as a place to passively consume content; they see it as a lively, creative arena where they can actively express their knowledge and own interpretations of literary works. The item with the lowest average in this area was “TikTok features, such as filters and editing tools, can help students creatively express literary ideas” (Mean = 3.97, SD = 1.03, 79.4% High). This still shows a high level of agreement, but it also hints that students might not see TikTok's more specific creative tools as important as its broader video summarization and visual representation features for direct teaching purposes.

The results in Table (6) clearly shows that EFL students are quite sure that TikTok might be an effective and flexible way to teach short stories. This is especially true for its ability to simplify complex ideas, compress information, and get people interested via its interesting visual and creative styles.

### **Impact on Learning Outcomes (Table 7)**

Table (7) carefully looks at how students think TikTok affects their learning, focusing on short stories. This domain, like the others, also had a strong overall estimate level (Mean = 4.11, SD = 0.71, 82.2% High), which further supports the fact that EFL students have a consistently high view of TikTok's educational benefits.

"Students can remember short fiction content when it is presented through TikTok videos" had the highest mean score in this area (Mean = 4.29, SD = 0.87, 85.8% Very High). This research is especially important since it shows a clear connection between TikTok's short, visual character and a better ability to remember literary material. The statement “TikTok lets students customize their learning experience by choosing content that interests them” (Mean = 4.20, SD = 0.89, 84.0% Very good) likewise got a very good rating. This shows that students really like how the platform can adapt to their unique learning styles and interests, which makes the learning environment more interesting and, as a result, more successful.

Other highly rated items included “TikTok can motivate students to engage with literary content outside the classroom” (Mean = 4.16, SD = 0.87, 83.2% High) and “TikTok can

promote diversity in understanding literary themes through exposure to various cultural perspectives” (Mean = 4.16, SD = 0.86, 83.2% High). These findings all show that TikTok has the ability to help kids learn in ways that go beyond traditional classrooms and to widen their intellectual horizons by exposing them to a wide range of different interpretations of literary works. The item “TikTok can enhance students' critical thinking and creativity in interpreting short stories” (Mean = 4.15, SD = 0.89, 83.0% High) is very important because it directly relates to the main goal of fostering creative thinking. This strongly suggests that students see TikTok as a useful tool for developing these higher-order cognitive skills.

On the other hand, the item with the lowest mean in this area was “TikTok can be used as a digital tool to see how well students understand literary concepts” (Mean = 3.96, SD = 0.99, 79.2% High). This small difference still shows that there is a lot of agreement. It suggests that students are aware of TikTok's benefits for learning and engagement, but they may not think of it as a formal assessment tool as much as they do its other, more obvious benefits.

In conclusion, the strong evidence in Table (7) substantially supports the idea that EFL students believe that TikTok has a big and good effect on how well they study. This effect is especially clear in areas like remembering what you've learned, creating unique learning paths, increasing motivation, exposing students to other points of view, and the important growth of critical thinking and creative analytical abilities in the field of short fiction.

#### **4.2.2 Discussion of the Results of the Second Question**

##### **First Hypothesis: Gender Differences**

The first hypothesis posited a null relationship: “There are no statistically significant differences at ( $\alpha = 0.05$ ) among perspectives of English language students at two selected universities in the north of West Bank in the extent of using TikTok application toward enhancing their creative thinking of English language due to gender”. To really evaluate this claim, independent sample t-tests were carefully carried out, and the results were carefully shown in Table (7), notably in the part of Table (7) that deals with differences depending on gender.

Table (7) clearly shows that there are statistically significant differences ( $p < 0.05$ ) in how male and female English language students believe about TikTok's function in encouraging creative thinking in English language acquisition. These differences are obviously linked to gender. The significance value for the whole degree was a shocking (0.000), which is far lower than the alpha limit of (0.05). This clear result means that the null hypothesis must be rejected, which means that gender does have a significant effect on how students think about how well TikTok teaches.

A closer look at the mean scores shows that these discrepancies always favour male pupils. The average score for male students was (4.49), while the average score for female students was (3.97). This difference shows that, on average, male EFL students are more likely than female EFL students to believe that using TikTok to help them study short stories would help them think more creatively. All three areas studied showed the same trend of higher mean scores for males: 'General Perceptions of TikTok in EFL Short Fiction Courses' (Male Mean = 4.49, Female Mean = 3.97), 'TikTok as a Teaching Tool for Short Fiction' (Male Mean = 4.49, Female Mean = 3.99), and 'Impact on Learning Outcomes' (Male Mean = 4.49, Female Mean = 3.96). In all of these areas, the statistically significant differences clearly favoured male responders.

These results have serious consequences. Both men and women typically have good attitudes, as seen by the high levels of estimate that were spoken about before. However, male students clearly show a far larger support for TikTok's advantages and its usefulness in this particular educational setting. There could be a number of reasons for this difference between men and women, such as different ways of using social media, different attitudes toward using technology in school, or even small cultural differences that affect how quickly male and female students in Palestinian higher education adopt new technologies. Future qualitative research might be very helpful in finding out the deeper reasons behind these differences that have been seen.

#### **4.2.3 Discussion of the Results of the Third Question**

##### **Second Hypothesis: Year of Study Differences**

The second hypothesis proposed that: "There are no statistically significant differences at ( $\alpha=0.05$ ) in the perspectives of the English language students at two selected universities in the north of West Bank in the extent of using TikTok application toward enhancing

their creative thinking of English language due to the year of study”. We used a One-Way ANOVA test to look into this idea in depth, and the results are fully shown in Tables (9), (10), and (11) in appendix (D).

Table (9) gives us a first look at how the children feel, broken down by their year in school, with frequencies, means, and standard deviations. A clear trend can be seen: as students go through their academic journey, their average scores tend to go down slowly. First-year students had the highest average score at (4.30), while second-year students were very close behind at (4.29). After that, third-year students had an average of (4.06), while fourth-year students had the lowest average at (3.91). This first finding strongly suggests that people's points of view may change as they go through various levels of school.

Table (10), which shows the results of the One-Way ANOVA test, clearly shows that there are statistically significant differences ( $p < 0.05$ ) in the way students think, and these changes are directly linked to their year of study. The total degree had a significance value of (0.000), which is quite low compared to the alpha level of (0.05). This clear finding means that the null hypothesis must be rejected. This shows that a student's academic year does have a big effect on how they think about TikTok's ability to help them learn how to write short stories. Also, statistically significant differences were found in all three main areas: “General Perceptions of TikTok in EFL Short Fiction Courses” (Sig. = 0.002), “TikTok as a Teaching Tool for Short Fiction” (Sig. = 0.000), and “Impact on Learning Outcomes” (Sig. = 0.000).

A post hoc test was then done to find out exactly where these big disparities were, and the full findings are shown in Table (11) in appendix (D). The post hoc analysis shows that there are significant disparities between first-year students and both third- and fourth-year students. It's important to note that these disparities always favour first-year students. This means that first-year students are far more likely than older students to believe that using TikTok to help them think creatively about short fiction is a good idea. There were differences in averages across other year levels as well (for example, second-year vs third-year/fourth-year), but these differences were not statistically significant in the post hoc analysis.

All of these results point to the idea that students' initial excitement about and perceived usefulness of TikTok for school may slowly fade as they go through their academic careers. This might be a complex issue. It seems sense that younger students (first and second years) are more acquainted with and involved in digital platforms and informal learning settings. This might make them more open to using TikTok in their studies. As students become older, they could naturally become more interested in more traditional or formal ways of learning, or they might become more critical and discriminating about how well social media platforms work as teaching tools. On the other hand, it's possible that the curriculum or teaching methods used in later years of school don't aggressively promote or use these digital tools, which might make them seem less useful. These findings show how important it is to take a student's academic level into account when planning and putting into action technology-enhanced learning interventions.

#### **4.2.4 Discussion of the Results of the Fourth Question**

##### **Third Hypothesis: University Differences**

The third hypothesis under scrutiny proposed that: “There are no statistically significant differences at ( $\alpha = 0.05$ ) among perspectives of English language students at two selected universities in the north of West Bank in the extent of using TikTok application toward enhancing their creative thinking of English language due to university to thoroughly investigate this assertion, independent sample t-tests were used, and the results are fully shown in Table (12) in appendix (D).

Table (12) clearly shows that there are statistically significant differences ( $p < 0.05$ ) in how English language students feel about using TikTok to help them think creatively while learning English. These differences are directly related to the university they go to. The significance value for the entire aggregated degree was a very low 0.000, which is much below the usual alpha threshold of (0.05). This significant statistical result means that the null hypothesis must be rejected. This gives strong proof that a student's school affiliation does have a big effect on how they feel about TikTok's educational value.

When we look more closely at the disparities in the average scores, it's clear that they always favour students at Al-Quds Open University. The average score for students from Al-Quds Open University was (4.32), which is a big difference from the (3.90) average score for students from An-Najah National University. This difference shows that, on

average, Al-Quds Open University students have a stronger and more favourable view of using TikTok to encourage creative thinking while studying short stories than An-Najah National University students do. This continuous tendency, where Al-Quds Open University students had better mean scores, was shown in all three key areas: “General Perceptions of TikTok in EFL Short Fiction Courses” (Al-Quds Open University Mean = 4.30, An-Najah National University Mean = 3.91), “TikTok as a Teaching Tool for Short Fiction” (Al-Quds Open University Mean = 4.33, An-Najah National University Mean = 3.90), and “Impact on Learning Outcomes” (Al-Quds Open University Mean = 4.31, An-Najah National University Mean = 3.88). In every case, the statistically significant differences clearly favoured Al-Quds Open University.

These strong results have big consequences. They imply that the larger institutional environment has a big impact on how students feel about using technology in the classroom. There might be several reasons for the differences between the two institutions that were seen. These could be small but important differences in the way classes are taught, the ideas behind how the curriculum is designed, the availability and use of technology, or even the overall culture of the institution and how open it is to new teaching tools. For example, Al-Quds Open institution may naturally support a more flexible and tech-focused way of teaching since it is an open institution. This natural tendency might make students more willing to use platforms like TikTok for learning. On the other hand, An-Najah National University may follow a more conventional teaching style, which might unintentionally change how students see things. A more in-depth qualitative study of the unique educational settings and common practices at each institution would definitely be helpful in finding the deeper, underlying causes of these noticeable disparities.

### **4.3 Discussion of the Results of the Interview**

The qualitative dimension of this study was enriched by conducting in-depth interviews with 20 undergraduate EFL students, drawn from both An-Najah National University and Al-Quds Open University. These conversations were designed to elicit nuanced perspectives on the practical application of TikTok in cultivating creative thinking within the study of short fiction. The subsequent thematic analysis of this rich interview data yielded five salient themes, each offering a deeper, more intricate understanding that profoundly complements the quantitative findings.

### **Theme 1: Students' View on Using TikTok to Learn Short Stories**

According to the interviews, students had very complicated and often contradictory ideas about how well TikTok helped them learn short stories. Many students quickly agreed that the platform could definitely get more people involved, mostly because it was short, looked good, and had lots of video. The fact that a student said, “TikTok short video is easy to remember... and [can] make people imagine”, shows that the site helps people think of new ideas. Another student went into more detail, saying that the mix of music, strong pictures, and lively performing elements got them really interested in books. This qualitative finding fits well with the numeric data in Table (6), which shows that students mostly looked at how TikTok could improve their interest in learning short stories and make tough ideas easier to understand through visual tools. The students said it was easy to remember key plot points after watching short, thematically focused videos, which backs up the numeric finding in Table (7) that short story material was better remembered when shown on TikTok.

There was, however, an important counter-narrative that showed that the platform has built-in flaws that make it hard to really connect with books. One very smart student voiced this concern when he said, “TikTok's method of quickly scanning text lacks the depth and substantial rationale for storytelling”. This critical analysis says that TikTok's short, sped-up content format might accidentally get in the way of the long, in-depth thinking that is needed to fully understand literature. This is despite the fact that it is clearly useful as a platform for getting people interested and for quickly summarizing. It's important to realize that instant accessibility and intellectual depth are inherently at odds with each other. This means that while TikTok can be a great place to explore literature, it might not be enough for advanced literary scholarship without the careful addition of other teaching methods.

### **Theme 2: Reading-based Educational Content on TikTok**

Students frequently reported that they were exposed to a broader range of literary and educational content on TikTok, primarily through the now-ubiquitous “BookTok” phenomenon. “When you watch literature content, you get served more”, as one student eloquently stated. Specific examples mentioned included algorithmically customized educational channels and succinct summaries of medieval literature. The qualitative

observation is consistent with the quantitative results from Table (5), which illustrated TikTok's capacity to offer a diverse array of content categories and its utility for sharing scholarly content. Furthermore, it corroborates the assertion in Table (7) that TikTok enables students to personalize their educational experiences.

Nevertheless, a significant and persistent concern regarding the authenticity and scholarly integrity of user-generated content was expressed, despite the evident benefits of content accessibility. The third-year student's warning statement, "Anyone... may upload false information... and a lot of other people trust them just because they have a lot of followers," aptly depicts the immense difficulty of incorporating such platforms into formal education. Teachers must consider the pervasive issue of fraudulent information and the inherent difficulty of verifying sources on a public, primarily unmoderated platform like TikTok. While TikTok undoubtedly offers a plethora of information, its uncurated nature necessitates that students actively cultivate advanced critical digital literacy skills. These capabilities are indispensable for distinguishing between trustworthy and fraudulent sources, thereby ensuring that the platform's integration into educational environments is both academically solid and beneficial. This theme underscores the importance of robust critical evaluation frameworks and explicit guidance when incorporating such platforms into formal educational curricula.

### **Theme 3: TikTok Fosters Creative Thinking on Short Fiction**

There were a lot of interesting differences in opinion in the talks about how TikTok can help people think creatively about short stories. There were some students who really liked the platform and thought that short video studies and hearing different versions of stories could really spark new creative ideas and new ways of looking at characters and plot points. One smart student said, "Over time, you start to have new creative ideas." This directly supports the data finding from Table (7) that TikTok can help students think more critically and creatively about how to understand short stories. This idea that the platform can help people come up with new ways to understand story endings or character arcs fits in with the idea of TikTok as a great place to be creative.

A significant number of students, on the other hand, were skeptical about TikTok's natural ability to promote deep intellectual involvement. "There isn't a right place on TikTok to make something from your own imagination, and literature needs deep thought," said a

student very clearly. This strongly shows how short-form content can't foster long-term, deep creative engagement. This point of view says that TikTok might spark creative ideas at first, but it might not naturally provide the right conditions for coming up with the deep, imaginative answers that are often needed in hard academic literary analysis. This shows that there is a clear difference between how the platform can encourage quick creativity and how well it can support the deep, long-lasting creativity that is often necessary for serious writing projects.

#### **Theme 4: TikTok Has the Potential to Make Regular Lessons More Interesting**

Regarding TikTok's smooth integration into traditional classroom environments, students had differing opinions. Some students thought it was an excellent additional teaching tool, especially for group projects and presentations. They conveyed gratitude for its ability to present information in a summary-oriented manner and for its variety of viewpoints. The quantitative results from Tables (5) and (6), which highlighted TikTok's potential for academic content sharing and collaborative learning, are harmonized with one student's open admission of relying heavily on the platform for presentation material "I got 90% of the information for my presentation from TikTok" and the perceived usefulness of its comment sections for promoting discussion.

One student's adamant statement, "I would avoid it in the classroom", which cited the platform's primary purpose as entertainment rather than a serious educational medium, exemplified the strong counter-sentiment against its adoption in the classroom. This viewpoint effectively conveys the difficult task of overcoming the deeply rooted belief that TikTok is only a platform for leisure. Its successful incorporation into formal educational settings would unquestionably require the formulation of precise pedagogical goals and the careful planning of exercises intended to alter students' perspectives and clearly show its measurable academic worth. All of the results indicate that although TikTok clearly has a lot of potential, its ultimate success in the classroom depends critically on its careful application and the clear, organized direction given by teachers.

#### **Theme 5: The Production of Peer Discussion via TikTok**

Most of the students quickly saw that TikTok had the power to start and continue group talks. They saw it as a lively place to share ideas and work together. Most people thought that being able to watch a short video and then start a chat right away or using tools like

"Duet" to directly comment on and interact with other people's videos made engaging learning a lot better. Furthermore, this personal observation strongly supports the numeric results from Tables (5) and (6), which showed that TikTok can help groups learn and be a lively space for sharing creative ideas.

Even though these benefits are known, a negative view about the depth of talks that TikTok encourages came to the surface. Some students are very worried that "TikTok doesn't really expand the students' horizons or the mindset". This is a sign of a possible problem: the platform might encourage pointless entertainment over deep, important intellectual involvement. This means that TikTok can definitely be a good way to start a conversation, but the fact that it's designed to encourage short videos and quick content consumption may naturally limit the intellectual rigour and quality depth of peer discussion. Meaningful and long-lasting peer discussion would not happen on TikTok alone. Teachers would have to carefully plan activities that encourage critical thought and long-term, deliberate conversation that goes beyond the app's short-lived, immediate limits.

#### **4.4 Conclusion**

The purpose of this study was to find out what EFL students in Palestinian higher education thought about using TikTok as a way to encourage creative thinking in the area of short stories. When the results from both numeric and qualitative data are put together, they give us a full and very detailed picture of this modern phenomenon in education.

The numeric study constantly showed that most of the EFL students had a good view of TikTok's usefulness for this particular educational purpose. Students generally agreed that TikTok was a very useful tool for teachers. They especially liked how it could get students more interested in learning, quickly explain difficult material, and make complicated ideas easier to understand through its unique visual and short video format. They also saw a real improvement in their learning results, noting better recall of information, the ability to customize their learning, and a noticeable increase in drive. Nevertheless, the study also found that these points of view were statistically different depending on gender, school year, and university affiliation. Male students, students in their first year of study, and students at Al-Quds Open University consistently had more positive views. This shows how important demographic and institutional factors are in determining how open

students are to integrating technology in this way.

It was the qualitative information gained from the conversations that gave a fuller and deeper picture, which was often complicated and at times inconsistent. Students readily agreed that TikTok could be a great way to get people involved and spark their creativity, but they also voiced valid concerns about the platform's inherent limitations in supporting deep literary analysis and the often questionable academic integrity of its user-generated content. The talks shed a lot of light on a basic tension: TikTok's ease of use versus its ability to promote shallowness. Students knew that it could help them come up with ideas and start conversations, but they were still unsure if it could be used for serious, in-depth schoolwork without clear instructions and strong frameworks for critical evaluation.

In conclusion, this study strongly suggests that while EFL students in higher education in Palestine are generally open and positive about TikTok's potential to improve creative thinking in short fiction learning, it needs to be carefully and deliberately integrated into the curriculum in a way that makes sense. These include the need to fix the differences in how students from different backgrounds and institutions feel about the platform, to carefully create teaching methods that make the most of its strengths while also addressing its weaknesses, and most importantly, to give students the advanced digital literacy skills they need to navigate the platform's often-unfiltered content landscape. The results all point to one important fact: TikTok can definitely be a fun and creative way to keep people interested, but for it to work well in school, it needs to be carefully planned out and based on best practices for teaching.

#### **4.5 Recommendations**

The following suggestions are carefully offered in light of the thorough findings and conclusions painstakingly presented in this study. The goal of these is to maximize the integration of TikTok into EFL short fiction learning environments by providing educators, curriculum developers, students, and future researchers with practical advice.

##### **For Educators and Practitioners**

1. **Strategic Integration of TikTok in EFL Short Fiction Courses:** Teachers should really think about how to use TikTok in their EFL short fiction classes, particularly because students have said so many good things about it. This integration should not only be for fun; it should focus on using TikTok's built-in features that encourage

collaboration, make visual summary simpler, and spark creative creativity. Practical uses include having students make short video summaries of books, character analysis utilizing short snippets, or creative interpretations of themes.

2. **Development of Clear Pedagogical Frameworks:** Teachers must proactively build and execute strong, transparent pedagogical frameworks for TikTok's classroom usage in order to successfully address and mitigate real concerns regarding superficiality and the likelihood of misinformation. This need involves making sure that students know exactly what they need to learn, making sure that the exercises are well thought out, and making sure that they know how to critically evaluate the sources and material they find on the platform.
3. **Fostering Critical Digital Literacy:** Activities designed specifically to enhance students' critical digital literacy skills must be included. This means teaching kids how to tell the difference between credible and unreliable sources, making them aware of algorithmic biases, and encouraging them to utilize user-generated material on all digital platforms, including TikTok, in a thoughtful and responsible way.
4. **Using TikTok's interactive elements,** such “Duet”, “Stitch”, and comment areas, teachers may encourage dynamic peer debates and chances for cooperative learning. Also, students should be encouraged to make their learning experiences more personal by looking into things that really interest them, even if they are guided toward academically useful and enriching topics.
5. **Addressing Academic and Demographic Disparities:** It is crucial to possess a comprehensive awareness of the observed disparities in views by academic year and gender. Customized teaching methods may be needed to get female pupils and those in upper academic years to pay attention. This might mean explicitly explaining TikTok's practical benefits and direct academic relevance in ways that appeal to their specific learning methods and academic maturity.

### **For Curriculum Developers**

1. **Curriculum Modernization for Digital Literacy:** To smoothly integrate strong elements of media education and digital literacy into EFL programs, curriculum developers are encouraged to evaluate and revise current curricula. Such a

development would give students the necessary skills to use and evaluate digital platforms for academic purposes.

2. **Developing Flexible and Adaptable Learning Modules:** It is strongly advised to develop flexible and adaptable learning modules. In order to give educators flexible frameworks to adjust and integrate new technologies, these modules should be made to support the dynamic integration of modern digital tools like TikTok. This will guarantee that the curriculum is always current, interesting, and forward-thinking.

### **For Students**

1. **Proactive Exploration for Educational Enrichment:** Students are urged to actively investigate TikTok as a useful supplemental resource for improving their short fiction knowledge, rather than just as a source of entertainment. Their understanding can be greatly expanded, and their creative faculties can be stimulated, by actively interpreting educational content and actively engaging with it.
2. **Cultivating Discerning Evaluation Skills:** When consuming any content on TikTok, students must deliberately cultivate and regularly practice critical evaluation skills. This entails regularly challenging the source and accuracy of information, verifying facts, and staying alert to the possibility of false information.

### **For Future Research**

1. **Longitudinal Impact Evaluation of TikTok Integration:** Future studies could successfully examine the long-term consequences of incorporating TikTok into EFL short fiction classes. Such research ought to carefully look at its long-term effects on students' capacity for creative thought, literary analysis, and general academic achievement.
2. **Comprehensive Qualitative Research on Disparities:** To fully understand the complex underlying causes of the observed gender and university-based perception differences, more in-depth qualitative research is advised. This might entail using techniques like focus groups or in-depth interviews to uncover particular experiences, viewpoints, and contextual elements.

3. **Comparative Analysis with Other Digital Platforms:** To determine how well TikTok fosters creative thinking and enhances learning outcomes in various EFL contexts, future research could compare it to other digital platforms or social media tools.
4. **Examining the Needs for Professional Development and Teacher Perspectives:** It would be very helpful to look into how EFL teachers feel about using TikTok in the classroom. Their difficulties, recorded achievements, and—above all—their training and professional development requirements to properly use such cutting-edge tools should all be covered in this study.

Through the careful application of these well-considered suggestions, academic institutions and committed professionals can successfully utilize TikTok's significant potential. Through more engaging, relevant, and ultimately more effective learning environments, this strategic integration promises to help EFL students in Palestinian higher education develop their creative thinking in the nuanced study of short fiction.

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**Appendices**  
**Appendix (A)**  
**Questionnaire**

**Dear Participant,**

Thank you for participating in this questionnaire. The researcher is conducting a thesis which explores the EFL undergraduate students' perspectives on the role of using TikTok in studying short fiction to enhance creative thinking at two chosen Palestinian universities, namely An-Najah National University and Al-Quds Open University. Your responses are valuable as they help the researcher improve students' creative thinking in learning short fiction. Please review the items and indicate your level of agreement or disagreement by marking (□) next to the appropriate response. All answers will remain confidential and will be used for research purposes only

**Part One: Personal Information**

1. Gender:

a. Male ( ) b. Female ( )

2. Academic level:

a. First-year ( ) b. Second-year ( ) c. Third-year ( ) d. Fourth-year ( )

3. University:

a. An-Najah National University ( ) b. Al-Quds Open University ( )

**Operational Definitions**

1. **Use of TikTok:**

In this study, the use of TikTok refers to the application of TikTok as a digital platform for enhancing creative thinking among EFL students. It serves as a tool for interactive learning, allowing participants to create, share, and analyze short video content that reflects their understanding of specific themes or concepts. The functionality of TikTok in this study includes its role in facilitating the generation of creative ideas and promoting collaborative learning..

## 2. **Creative Thinking:**

In this study, creative thinking is defined as the ability to generate original, innovative, and effective ideas within the context of learning short fiction in EFL classrooms. It involves divergent thinking, problem-solving, and the capacity to explore and connect literary ideas in novel ways.

## 3. **Short Fiction:**

Short fiction in this study refers to brief stories written in English that deliver a complete narrative within a limited word count or short video format. These stories, typically 1,000 to 10,000 words or under three minutes on TikTok, help EFL students improve their language skills, creativity, and the understanding of literature. Using TikTok, students engage with short fiction in an interactive way, making learning more enjoyable and accessible.

**Instructions: Please rate your level of agreement with each statement using the following scale:**

- Strongly Agree (SA)
- Agree (A)
- Neutral (N)
- Disagree (D)
- Strongly Disagree (SD)

**Part Two: Carefully read the items below and respond to each one by placing (□) next to the answer corresponding to your response.**

### Domain 1: General Perceptions of TikTok in EFL Short Fiction Courses

Statements	SA	A	N	D	SD
1. I am familiar with the TikTok app.					
2. TikTok can provide various content categories for different audiences.					
3. TikTok can be used as a tool for sharing academic or educational content.					
4. TikTok can inspire innovative methods for integrating technology into the learning process.					
5. TikTok can provide content that aligns with specific educational goals, such as teaching short fiction.					
6. TikTok can enhance accessibility to educational content for a diverse group of learners.					
7. TikTok encourages students to engage with literary concepts in creative ways.					
8. Using TikTok in the classroom can foster collaborative learning experiences.					
9. TikTok's interactive features can help improve students' understanding of short fiction.					
10. The use of TikTok in education can motivate students to explore literary topics outside the classroom.					

### Domain 2: TikTok as a Teaching Tool for Short Fiction

Statements	SA	A	N	D	SD
1. TikTok can make learning short fiction more engaging.					
2. TikTok features, such as filters and editing tools, can help students creatively express literary ideas.					
3. TikTok can simplify complex themes in short fiction through visuals.					
4. Using TikTok in teaching short fiction can help bridge the gap between traditional and modern learning methods.					
5. TikTok can be used to summarize short fiction effectively through short video clips.					

6. TikTok can visually represent characters, settings, and themes in short fiction.					
7. TikTok can encourage students to create content that demonstrates their understanding of short fiction.					
8. TikTok can serve as a platform for students to share creative interpretations of short fiction stories.					
9. TikTok can complement traditional teaching methods in exploring short fiction.					
10. TikTok can help students analyze short fiction from multiple perspectives through peer discussions.					
11. TikTok's interactive nature can enhance students' critical thinking about short fiction.					
12. Using TikTok for short fiction analysis can improve students' digital literacy skills.					
13. TikTok can help students develop skills that enhance their appreciation of short fiction.					
14. TikTok can foster collaborative learning by allowing students to engage in discussions and co-create content related to short fiction.					

### Domain 3: Impact on Learning Outcomes

Statements	SA	A	N	D	SD
1. TikTok encourages students to engage more actively with literary content.					
2. Students can remember short fiction content when it is presented through TikTok videos.					
3. TikTok can enhance students' critical thinking and creativity in interpreting short stories.					
4. TikTok can promote diversity in understanding literary themes through exposure to various cultural perspectives.					
5. TikTok can motivate students to engage with literary content outside the classroom.					
6. TikTok can strengthen collaborative learning by encouraging students to create group projects on short fiction.					

7. TikTok can encourage self-directed learning by allowing students to explore short fiction independently.					
8. TikTok can provide a creative platform for students to reinterpret classic short fiction.					
9. TikTok can improve students' ability to analyze and critique short fiction through interactive discussions.					
10. TikTok allows students to personalize their learning experience by selecting content that suits their interests.					
11. TikTok can enhance students' abilities by making them more confident in literary expression.					
12. TikTok's multimedia approach can cater to different learning styles, improving comprehension of short fiction.					
13. TikTok can serve as a digital tool for evaluating students' understanding of literary concepts.					
14. TikTok can bridge the gap between academic and real-world applications of literary analysis by encouraging students to apply their knowledge creatively.					

Thank you for your time and participation!

## **Appendix (B)**

### **Interview Questions**

#### **Introduction**

In today's digital age, social media platforms have become an integral part of students' daily lives, influencing the way they learn and interact with educational content. TikTok, known for its short and engaging videos, has gained popularity as a potential learning tool, particularly in English as a Foreign Language (EFL) classrooms. This study aims to explore EFL undergraduate students' perspectives on using TikTok for studying short fiction and enhancing creative thinking. By understanding students' experiences, engagement levels, and perceived benefits, this research seeks to evaluate the effectiveness of TikTok in improving literary analysis, comprehension, and creativity in learning short fiction.

#### **Demographic Section for Students**

1. **Academic Level:**

- First-year
- Second-year
- Third-year
- Fourth-year

2. **University Affiliation:**

- An-Najah National University
- Al-Quds Open University

3. **Familiarity with TikTok as a Learning Tool:**

- Very familiar – I actively use it for learning
- Somewhat familiar – I have explored its potential
- Not familiar – I have never used it for learning

## **Interview Questions**

1. Do you think TikTok makes learning short fiction more fun?  
  
If Yes → Why? Can you give an example?  
  
If No → What's missing? How can it be improved?
2. Have you ever made or shared a short fiction video on TikTok?  
  
If Yes → What did you learn from it?  
  
If No → Why not? Would you like to?
3. Does TikTok help you think more creatively about stories?  
  
If Yes → How? Any example?  
  
If No → What could help more?
4. Do you prefer learning short fiction on TikTok or in class?  
  
If TikTok → Why is it better?  
  
If Class → What makes it more effective?
5. Can TikTok be useful for group learning or peer discussion?  
  
If Yes → How have you used it with others?  
  
If No → What makes it hard to use this way?

## Appendix (C)

### تسهيل مهمة

An-Najah  
National University  
Faculty of Graduate Studies



جامعة  
النجاح الوطنية  
كلية الدراسات العليا

التاريخ : 2025/04/13م

حضرة الدكتور عبدالسلام الخياط المحترم  
نائب الرئيس للشؤون الأكاديمية

تحية طيبة وبعد،،،

الموضوع: تسهيل مهمة الطالبة / ياسمين عماد إسماعيل شحادة . رقم التسجيل (12154312)  
تخصص ماجستير أساليب تدريس اللغة الإنجليزية.

نهديكم أطيب التحيات ونعلمكم بأن الطالبة ياسمين عماد إسماعيل شحادة هي طالبة دراسات عليا في برنامج ماجستير أساليب تدريس اللغة الإنجليزية وهي بصدد اعداد رسالة الماجستير الخاصة بها والتي هي بعنوان:

تدريس الادب عبر تيك توك :تعزيز التفكير الابداعي في تدريس اللغة الانجليزية كلغة اجنبية لدى طلاب المرحلة الاساسية العليا في مدارس نابلس الخاصة "

يرجى من حضرتكم بمخاطبة مدير مركز الحاسوب في الجامعة لتسهيل مهمة الطالبة اعلاه ، حيث تحتاج الطالبة الى توزيع استبانة الكترونية على طلبة اقسام اللغة الإنجليزية في جامعة النجاح الوطنية. وذلك للحصول على معلومات حول تصورات طلاب اللغة الإنجليزية كلغة اجنبية حول استخدام تطبيق تيك توك لتعزيز التفكير الإبداعي للادب القصير في مؤسسات التعليم العالي في فلسطين، ولأغراض بحثية خاصة برسالة الماجستير الخاصة بها. مؤكداً لكم بأن كافة المعلومات التي سوف يتم جمعها هي لأغراض البحث العلمي فقط، وسوف يتم الحفاظ على السرية التامة وعدم استخدام هذه المعلومات لأغراض أخرى.

شاكرين لكم حسن تعاونكم

مع وافر الاحترام ،،،

د. فادي حسونة  
عميد كلية الدراسات العليا



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التاريخ : 2025/04/13م

حضرة الدكتور عبدالسلام الخياط المحترم  
نائب الرئيس للشؤون الأكاديمية

تحية طيبة وبعد،،

**الموضوع: تسهيل مهمة الطالبة / ياسمين عماد إسماعيل شحادة . رقم التسجيل (12154312)  
تخصص ماجستير أساليب تدريس اللغة الانجليزية.**

نهديكم اطيب التحيات ونعلمكم بأن الطالبة ياسمين عماد إسماعيل شحادة هي طالبة دراسات عليا في برنامج ماجستير أساليب تدريس اللغة الانجليزية وهي بصدد اعداد رسالة الماجستير الخاصة بها والتي هي بعنوان:

تدريس الادب عبر تيك توك :تعزيز التفكير الابداعي في تدريس اللغة الانجليزية كلغة اجنبية لدى طلاب المرحلة الاساسية العليا في مدارس نابلس الخاصة "

يرجى من حضرتكم بمخاطبة مدير مركز الحاسوب في الجامعة لتسهيل مهمة الطالبة أعلاه ، حيث تحتاج الطالبة الى توزيع استبانة الكترونية على طلبة اقسام اللغة الإنجليزية في جامعة النجاح الوطنية. وذلك للحصول على معلومات حول تصورات طلاب اللغة الإنجليزية كلغة اجنبية حول استخدام تطبيق تيك توك لتعزيز التفكير الإبداعي للادب القصير في مؤسسات التعليم العالي في فلسطين، ولأغراض بحثية خاصة برسالة الماجستير الخاصة بها. مؤكداً لكم بأن كافة المعلومات التي سوف يتم جمعها هي لأغراض البحث العلمي فقط، وسوف يتم الحفاظ على السرية التامة وعدم استخدام هذه المعلومات لأغراض أخرى.

شاكرين لكم حسن تعاونكم

مع وافر الاحترام ،،،

د. نجلى حسونة  
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## Appendix (D)

### Tables

**Table (11)**

*Post hoc Test for the perspectives of English language students at two selected universities in the north of West Bank in the extent of using TikTok application toward enhancing their creative thinking of English language due variable of year of study*

Level	First-year	Second-year	Third-year	Fourth-year
First-year	_____	-0.00253	0.22384*	0.34747*
Second-year	_____	_____	0.22636	0.35000
Third-year	_____	_____	_____	-0.12364
Fourth-year	_____	_____	_____	_____

**Table (12)**

*Independent two-sample t-test result of the perspectives of English language students at two selected universities in the north of West Bank in the extent of using TikTok application toward enhancing their creative thinking of English language due to university*

Domain	Category	N	Mean	S. D	T	Sig.*
General Perceptions of TikTok in EFL Short Fiction Courses	An-Najah National University	164	3.91	0.69	-4.982	0.000*
	Al-Quds Open University	191	4.30	0.78		
TikTok as a Teaching Tool for Short Fiction	An-Najah National University	164	3.90	0.58	-6.016	0.001*
	Al-Quds Open University	191	4.33	0.74		
Impact on Learning Outcomes	An-Najah National University	164	3.88	0.64	-5.871	0.000*
	Al-Quds Open University	191	4.31	0.71		
<b>Total degree</b>	An-Najah National University	164	3.90	0.59	-5.880	0.000*
	Al-Quds Open University	191	4.32	0.72		

\* The mean difference is significant at the (0.05) level.



جامعة النجاح الوطنية  
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تصورات طلاب اللغة الإنجليزية كلغة أجنبية حول  
توظيف تيك توك في تعزيز التفكير الإبداعي لتعلم  
القصص القصيرة في مؤسسات التعليم العالي الفلسطينية

إعداد

ياسمين عماد إسماعيل شحادة

إشراف

د. محمد حمدان

قدمت هذه الرسالة استكمالاً لمتطلبات درجة الماجستير في أساليب تدريس اللغة الإنجليزية في كلية الدراسات العليا في جامعة النجاح الوطنية في نابلس، فلسطين.

2025

# تصورات طلاب اللغة الإنجليزية كلغة أجنبية حول توظيف تيك توك في تعزيز التفكير الإبداعي لتعلم القصص القصيرة في مؤسسات التعليم العالي الفلسطينية

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د. محمد حمدان

## الملخص

هدفت هذه الدراسة إلى استقصاء وجهات نظر طلبة اللغة الإنجليزية كلغة أجنبية (EFL) حول استخدام تطبيق تيك توك كأداة لتعزيز التفكير الإبداعي في تعلم القصص القصيرة ضمن مؤسسات التعليم العالي الفلسطينية، وتحديدًا في جامعتي النجاح الوطنية والقدس المفتوحة. تم اعتماد تصميم بحثي مختلط لتحليل البيانات الكمية والنوعية التي تم جمعها من خلال استبيان منظم ومقابلات شبه منظمة. تكونت العينة من 355 طالبًا تم اختيارهم بطريقة العينة العشوائية الطبقية وفقًا لمتغيرات النوع الاجتماعي، والسنة الدراسية، والجامعة. أظهرت النتائج الكمية استجابة عالية بشكل عام (المتوسط = 4.12)، حيث حصل مجال "تيك توك كأداة لتدريس القصص القصيرة" على أعلى متوسط. وُجدت فروق ذات دلالة إحصائية في وجهات نظر الطلبة تعزى إلى الجنس (لصالح الذكور)، والسنة الدراسية (لصالح طلبة السنة الأولى)، والجامعة (لصالح جامعة القدس المفتوحة). دعمت النتائج النوعية المستخلصة من المقابلات فعالية تيك توك في تعزيز تفاعل الطلبة، وتحفيزهم، وتعبيرهم المتعدد الوسائط، مع الإشارة أيضًا إلى تحديات مثل التشتت الرقمي والقلق من الأداء. خلصت الدراسة إلى أن تيك توك يحمل قيمة تربوية كبيرة في صفوف الأدب الإنجليزي كلغة أجنبية، شريطة استخدامه ضمن إطار إرشادي وداعم. وتوصي الدراسة بتدريب المعلمين، ووضع سياسات صافية مناسبة، وإجراء المزيد من الدراسات لضمان التكامل الفعال لتيك توك في الممارسات التعليمية.

**الكلمات المفتاحية:** تيك توك؛ التفكير الإبداعي؛ القصص القصيرة؛ طلبة اللغة الإنجليزية كلغة أجنبية؛ التعلم الرقمي؛

التعليم العالي؛ فلسطين