

The Application of Short Videos in Oral Teaching for English Majors: Taking TikTok Short Videos as an Example

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Abstract: In recent years, there has been a growing demand for English major students to improve their oral communication skills. With the widespread use of mobile learning, students are now incorporating new technologies into their language learning. TikTok short videos have become an important tool for practicing oral communication due to their convenience, sharing capabilities, and multimedia features. This study takes students majoring in English from Sichuan International Studies University as the survey object and conducts an empirical study through questionnaires to explore their views on the application of oral learning short videos from TikTok to oral English teaching activities. The results demonstrate that TikTok short videos can increase student engagement and promote creativity in oral English teaching while students identify concerns around inappropriate content and potential distraction that may negatively impact learning outcomes.

Keywords: Oral English Teaching; Short Videos; TikTok; English Majors; Students' Perspective.

1. Introduction

Under the present situations in China, more and more graduates with higher proficiency in oral English are required, however, students in most universities are lack of this ability. As an emerging resource in oral English teaching, nowadays short videos have begun to be tried to be applied to oral teaching class. Among the relevant studies on the application of short videos to second language teaching, most of them are conducted from teachers' perspective and there are scarce studies on applying short videos in English major's oral class from students' perspective. Therefore, this study focuses on students, analyzing their attitudes towards and suggestions on the application of TikTok short videos in the oral English teaching, to enrich teachers' oral English teaching resources and improve students' English-speaking ability.

2. Literature Review

2.1. Current Oral English Teaching Resources

From the perspective of the application of speech to oral English teaching, Gong Haoling proposed to let students give impromptu speeches before class to cultivate students' thinking ability; Zhu Qian believed that the situation of traditional teachers downloading various teaching resources in advance can be broken through assigning English speech homework to students after class [1]; Chen Xiaoguang and Cao Huijun introduced the theoretical basis and special effects of English speech to improve students' oral ability, and pointed out that English speech can be used as one of the main channels to improve English speaking ability [2]. From the perspective of the application of drama to oral English teaching, Cao Lihua proved that applying drama pedagogy to teach spoken English can help improve students' motivation to learn spoken English, and explored how to optimize the teaching method [3]. Sun Cuiping observed that the oral English teaching of college students under the background of the Internet pays attention to some new digital resources, such

as flipped classrooms, WeChat, micro-lessons, English films, Weibo, etc. [4]. Zhang Xia maintained that the English movie is more suitable as the auxiliary materials to oral English teaching [5].

2.2. The Application of Short Videos to Second Language Acquisition

Micro-videos are a general term for all kinds of video short videos with a length of 30 seconds to 20 minutes after being recorded and uploaded to the Internet using multiple terminals [6]. Wang Lifang also mentioned the connection between short videos and micro-lessons in "Micro-lesson Design in English Teaching: Taking <Comprehensive English> Curriculum as an Example", pointing out that micro-lessons refer to teachers carrying out short and complete teaching links for a certain subject knowledge point or link, mainly in the form of short videos [7]. Zhang Jianguo proposed to apply short videos to the teaching of listening and speaking in English. The author analyzed the advantages of using short videos in English listening and speaking teaching, gave the principles of application and specific suggestions on how to apply short videos in the curriculum [8].

2.3. The Application of TikTok Short Videos to Oral English Teaching

Feng Juan and Fu Lingna observed the current situation of TikTok short video application, and asserted that college students were willing to use TikTok videos in English oral learning, and the use of these short videos in the classroom can enrich the teaching mode, reduce the teaching pressure of teachers, and enable students to truly become the main body of learning [9]. Yan Xuemin studied the feasibility of TikTok application in university English teaching, and believed that college teachers reasonably chose these resources to assist classroom teaching, which can play an important supplementary role in students' English learning [10].

Scholars have studied some kinds of teaching resources used in oral English teaching. However, there are few

attempts to apply TikTok short videos to English teaching, and even fewer of them focus on oral English teaching. Besides, most of the studies are not conducted from English major's perspective. So, it is necessary to conduct a survey from student's perspective, focusing on the application of TikTok short videos to English oral teaching.

3. Methodology

3.1. Quantitative Method

The aim of this questionnaire is to investigate the attitude of English major students towards applying TikTok short videos to oral English class and thus collect opinions and suggestions on it to improve the way of how to effectively apply these videos in class. Therefore, this study uses the questionnaire method, which is a quantitative research method.

3.2. Research Design

First, I browsed some relevant literatures and found a related questionnaire used by a previous scholar. Then, based on the questionnaire designed by the previous scholar, I deleted and revised it according to the specific questions I researched, and finally formed a 15-question questionnaire to explore the views of English majors on the use of TikTok short videos in oral English class. Then, I contacted 100 students in the first to fourth year of my major through QQ, WeChat, etc., and asked them to fill out this questionnaire online according to their own situation. In the end, removing some invalid questionnaires, I collected 100 valid questionnaires through the Questionnaire Star app.

3.3. Instrument

The questionnaire has 16 questions and consists of five parts: the basic information about students, the information of students' use of TikTok, the information about students' oral English learning, students' attitudes towards applying TikTok short videos in oral English class, and the suggestions on using TikTok short videos as an auxiliary tool in oral English class.

3.4. Participants

The subjects of the survey were 100 English majors from the first year to the fourth year in Sichuan International Studies University. All the students surveyed were chosen from four grades in SISU to ensure the accuracy of findings.

3.5. Data Analysis

Taking quantitative research, 100 questionnaires were collected. The data obtained were analyzed according to the five parts of the questionnaire and analyzed to clarify students' views on the application of TikTok short videos in oral English class and the worries they had. Through the data, the authors will analyze the basic information about English majors in Sichuan International Studies University, the information about students' oral English learning, students' attitudes towards applying TikTok short videos in oral English class, and the suggestions on using TikTok short videos as an auxiliary tool in oral English class, to study whether they welcome teachers to use TikTok short videos in oral English classes, and the problems they concern.

3.6. Ethical Issues

The use of an online questionnaire ensured that each

respondent completed the questionnaire independently, without manipulating or forcing them to make a choice, and respecting their subjective wishes.

3.7. Limitations

The participants of this questionnaire are not evenly distributed between men and women, which needs to be improved. Considering the total number of students in School of English Studies in SISU, the sample size of the questionnaire is too small, which may affect the accuracy of the results.

4. Results

4.1. The Following Questions are Meant to Find out About the Basic Information About Students.

Table 1. Gender.

Options	Percent
Male	15%
Female	85%

Table 2. Grade.

Options	Percent
First-year	25%
Second-year	25%
Third-year	25%
Fourth-year	25%

The survey was conducted among 100 first- to fourth-year English students at Sichuan International Studies University. The ratio of male and female students was 3:17, and 25 questionnaires were respectively received in freshman, sophomore, junior and senior years.

4.2. The Following Questions are Meant to Find Out About the Information of Students' Use of TikTok.

Table 3. The information of students' use of TikTok.

Options	Percent
I have a Chinese version of TikTok account	25%
I have an international version of TikTok account	25%
I have heard of TikTok, but don't have a TikTok account	25%
I had never heard of TikTok	25%

According to the survey results, 85% of learners have a TikTok account. And every student knows TikTok. It shows that among students, TikTok has become widely popular.

4.3. The Following Questions are Meant to Find out About the Information About Students' Oral English Learning.

Table 4. The learning duration of oral English.

Options	Percent
Less than a year	16%
1-2 years	23%
2-3 years	20%
More than 3 years	41%

Table 5. Kinds of oral English class that you have had.

Options	Percent
Required school courses	93%
After-school interest classes	12%
Self-taught	29%
Other	2%

Table 6. Reasons for learning oral English.

Options	Percent
School curriculum requirements	96%
Interests and hobbies	54%
Going to study abroad	14%
Travel abroad	15%
Other	5%

Most students have learned oral English for more than a year, which means they have a fundamental understanding of how to learn oral English. 93% students chose the "compulsory school course" as one kind of oral English class that he had, because it is one of their school curriculum requirements. Over half of the students have signed up for "interests and hobbies" as their reason for learning oral English.

Table 7. The scores of oral English tests or school oral courses

Sample quantity	minimum	maximum	average	Standard deviation	median
75	70.000	100.000	87.534	5.48	88.000

In the Spoken English course, a total of 73 valid samples were collected, of which the minimum score was 70 points, the maximum was 100 points, and the average score was 87.534 points. Among the 73 valid samples collected, the average score of the Spoken English course was 87.534, but the median score was 88, showing that the average score was less than the median value, indicating that there were more students with high oral proficiency.

4.4. The Following Questions are Meant to Find out About Students' Attitudes Towards Applying TikTok Short Videos in Oral English Class.

Table 8. Fondness for the application of TikTok short videos in oral English teaching.

Options	Percent
5	9%
4	45%
3	32%
2	10%
1	4%

As can be seen from the figure, 45% of learners chose "4 points", but 4% chose "1 points". It shows that most learners agree with the teaching method. When using this teaching method, teachers should make corresponding adjustments according to the teaching object and the actual teaching situation.

More than half of the students chose "3 points" or even less. And only 40% students have a positive attitude towards the effectiveness of applying TikTok short videos in oral English class, implying that due to the nature of entertainment,

students worry about whether these videos can be properly used in oral English learning.

Table 9. Effectiveness of TikTok short videos in oral English learning.

Options	Percent
5	8%
4	36%
3	44%
2	11%
1	1%

Table 10. Long-term use of TikTok short videos.

Options	Percent
5	7%
4	33%
3	44%
2	13%
1	3%

Looking at the data, 40% of learners agree that "teachers often use TikTok for teaching in English speaking learning classrooms" and 44% are neutral. It shows that teachers' use of TikTok for teaching has generally been well received by most learners, but there are still a considerable number of students who are on the sidelines. As this teaching method is in the initial exploration stage, there are still many areas for improvement that need to be continuously reflected and summarized.

4.5. The Following Questions are Meant to Find out About the Suggestions on Using TikTok Short Videos as an Auxiliary Tool in Oral English Class.

Table 11. Best teaching process of using TikTok short videos.

Options	Percent
Lead-in part before class	25%
Communicative exercises in the class	55%
Watching after-class and taking excerpts for accumulation	20%

According to the data in the figure, learners are more cognizant of the practicality of the TikTok short video materials selected by teachers in each link. Among them, the "Communication Exercises in the Classroom" option had the highest response rate of 55%, indicating that teachers received good feedback on the use of TikTok short videos in this session.

Table 12. Appropriate length of video.

Options	Percent
Under 30 seconds	5%
30 seconds to 1 minute	34%
1-3 minutes	54%
Over 3 minutes	7%

As can be seen from the figure, 54% of learners think that the length of 1-3 minutes of video is reasonable, and only 7% of learners prefer instructional videos of less than 30 seconds. The reason for this may be related to the type of video: such as experiential or performance videos, learners think that 1-3 minutes is more suitable, whether it is repeated review or related exercises around the video, the proportion of class time is not too large. For videos of less than 30 seconds, learners often feel less able to experience the culture from the content presented in the video.

Table 13. Kinds of subtitles.

Options	Percent
No subtitles	5%
With English subtitles	34%
With bilingual subtitles	54%
Playing the uncaptioned video first, then the bilingual subtitles	7%

It can be seen from the figure that 43% of the learners surveyed agree with the "bilingual subtitled" video, 40% of the learners agree with "Playing the uncaptioned video first, then the bilingual subtitles", and 16% prefer the "English subtitled" TikTok video. The top three options all include "English subtitles." Learners want the original English text to be displayed in the video to help them imitate and practice spoken English.

Table 14. Types of short videos to be chosen.

Options	Percent
Experiential videos (experience of food, culture, language, etc. in a foreign country)	84%
Performance videos (dances, micro films, etc.)	56%
Interaction videos (interviews with passer-by, etc.)	49%
Rating videos (rating people's spoken English, etc.)	47%
Others	2%

Based on learners' feedback, experiential videos are the most popular among learners, accounting for 84%. In addition, learners go to language universities, and there are often foreign students on campus, who are more curious about cultures that are different from their home countries. Therefore, experiential videos are more likely to attract their interest. Performance videos also received a high rating of 56%. Different types of video selection are ultimately at the service of teaching spoken English. Teachers can choose videos with diverse topics and practice accordingly around the videos to prevent learners from being tired of aesthetic fatigue with similar videos and themes.

Table 15. Do you have any advice?

Options	Percent
Yes	77%
No	23%

At the end of the questionnaire, there is an open question that do you have any advice according to the application of TikTok short videos in oral English teaching. And 77% of students from first-year to fourth-year propose many suggestions on how the practice should be promoted respectively from the perspective of the teachers and the students, which means they are interested in this activity to a large extent. For example, teachers should choose appropriate ones, which should leave students a deep impression. And students should spend time reviewing the expressions in the short videos to improve their oral English.

5. Discussion

The application of TikTok short videos in English professional oral teaching has received good feedback overall, but there are also some limitations and drawbacks. The following summarizes the advantages and disadvantages of questionnaire data feedback in the two aspects of TikTok's popularity, teaching method recognition, and video selection.

From the perspective of the advantages of TikTok in practice, first, in terms of the popularity of TikTok and the recognition of teaching methods, the use of TikTok in English speaking classes has been positively evaluated by most students. In terms of video selection, different learners have slightly different opinions on video elements such as video theme, length, and subtitles.

From the perspective of the shortcomings of TikTok in practice, first, because the learners are still students, the judgment of whether the TikTok English short video is suitable is inaccurate, and the supplementary materials under the class can only be limited to the videos played by the teacher in the classroom. Second, in terms of video selection, learners generally expect teachers to choose longer videos.

6. Conclusion

This study probes into English majors' attitudes towards the application of TikTok short videos in oral English teaching. It not only finds the interests and supports student show for this activity, but also reveals the difficulties student encounter and problems with teachers' carrying out the activity. So, the most appropriate way to use these videos still need to be explored. In order to improve the effects of this emerging teaching tool, teachers should offer proper guidance. When a teaching activity is conducted in class, the teacher should listen to student feedback and scrutinize every step of the activity carefully.

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