An Analysis of the Application of Douyin Short Video in College English Teaching

Pu Zhao

School of Foreign Languages, Northeast Petroleum University, Daqing, Heilongjiang 163318, China

*Corresponding author. Email: PuZhao@nepu.edu.cn

Abstract. At present, on the short video platform represented by Douyin, "knowledge Internet celebrities" continue to develop and grow, and knowledge video content is forming a boom. This paper takes Douyin as the research object, explores the learning mechanism behind Douyin, explores the application advantages and feasibility of Douyin in college English teaching, and puts forward specific application strategies and problems needing attention in view of how to make better use of the advantages of the short video platform Douyin in college English teaching, providing new ideas for the innovation of college English teaching methods.

Keywords: Douyin short video, advantages, application, college English teaching

1 Introduction

In February 2022, the 49th Statistical Report on the Development of the Internet in China showed that as of December 2021, the number of short video users in China reached 934 million [1]. As a head platform for short video applications, Douyin has been continuously adjusting and changing its platform structure since its launch in September 2016, and the current knowledge-based short video shows an outbreak trend.

By the end of 2018, there were nearly 18,000 knowledge creators with more than 10,000 followers on Douyin, and more than 3 million knowledge short videos were released in total. Therefore, based on the background of the current outbreak of video knowledge era, combined with relevant teaching theories, this paper carries out a questionnaire survey to explore the feasibility of the application of Douyin short video in English teaching in our school, explore specific practical strategies and possible problems, and broaden ideas for college English teaching reform.

2   The development and dissemination of short videos

The main reason why short videos have become the mainstream form of communication nowadays is that they accurately grasp users' usage psychology, allowing each user to directly or indirectly participate in video creation and dissemination. User roles have also shifted from information terminals to information initiators, becoming the protagonists in broadcast products. These changes have stimulated users' enthusiasm for spontaneous communication.

With the price reduction and acceleration of 5G networks in the market, short video applications are characterized by low entry barriers, convenient viewing, and complete social functions. Therefore, short videos have the most obvious attraction and driving effect on new internet users in the market, becoming the most prioritized video content for new internet users to try [2].

Taking Douyin APP as an example, its platform has an average of 300 million active users every day. With the increasingly refined operation, its differentiated high-quality content can still get good traffic recommendations. With the continuous enrichment and diversity of content, the development of MCN (multi channel network) institutions, and the continuous maturity of commercial monetization models, short videos will become an essential primary entertainment method for internet users in the future, and the dissemination process of short videos also contains more market opportunities. People who seize these market opportunities will not only drive the development and growth of this industry, but also promote the continuous growth of the entire market size. Li Liangrong, a professor of journalism, once said, "Short videos will become the main way of news release in the future." In summary, from the perspective of content creation and dissemination, short videos have the characteristics of efficient output and high-speed dissemination.

3   Integration of cultural communication and short video—taking douyin as an example

According to the Research Report on the Development of China's Online Audiovisual Industry (2023), the market size of the pan online audiovisual industry reached 727.44 billion yuan in 2022 [3]. Short videos and online live streaming have become important forces driving the market size of the online audiovisual industry. At present, the number of short video users in China has reached 1.012 billion, with an average daily usage time of over 2.5 hours per person, making it the primary application for national internet access. The large user base has promoted the creation and dissemination of short videos.

As a representative platform of short video application head, Douyin's user scale has reached a new high. Douyin, as a popular video entertainment application, has also played a positive role in cultural communication, and the creators of cultural videos have accelerated the dissemination of the original knowledge from a new perspective by virtue of the advantages of new media short videos.

Traditional media mostly focuses on paper-based media for the dissemination of culture, and their ability to use scenarios is poor. With the help of Douyin short video to spread knowledge, you can deeply explain the application of each knowledge in different scenes, and enhance the ability to use knowledge. Compared to some traditional platforms for knowledge dissemination, self media short videos have more advantages. For example, their video production scenes are more diverse, channels for acquiring knowledge are more diverse, and learning time is more flexible, which greatly improves the acceptance rate of knowledge content. Traditional knowledge dissemination mostly utilizes limited space, limited program duration, or classroom time, which to some extent limits the dissemination of knowledge content in terms of capacity and channel diversity.

Douyin video recording has strong operability, which enables everyone to become a cultural creator, reflects the diversification and generalization of video narrative subjects, and increases the number of cultural transmission sources. Compared with traditional media, Douyin short video is not only easy to operate, but also more interactive and social, which increases the dependence of user applications to a certain extent [4]. Most of the creators of Douyin cultural short videos also have their own characters, which enhances the interest of cultural knowledge dissemination. Even knowledge sharing can become part of the knowledge, narrowing the psychological distance with the audience.

4   Feasible study on the application of douyin in college english teaching

Due to the development of information technology, English classrooms that focus on interactive communication need to seek more flexible and novel teaching methods. The advent of the video age has provided an opportunity. As the main force of Douyin users, post-2000s generation college students have been inevitably exposed to short videos of knowledge. College teachers should offer timely guidance, make reasonable use of and give full play to the positive role of short video in teaching.

4.1   Multi-modal theory -- Basis of Douyin learning method

Multimodal theory advocates the phenomenon of using hearing, vision, touch and other senses to communicate through language, image, sound, action and other means and symbolic resources [5]. Language learning is a complex and subtle process of cyclic integration of information and behavior. Information from different senses (vision, hearing, touch, smell, etc.) is processed separately by the respective sensory cortex, and then collected into the multimodal association cortex for integration, leaving traces in memory and storing for later work and behavioral instructions. The integrated information goes all the way down through the cortex of the brain, issuing behavioral instructions and causing related motor behaviors. These behaviors in turn generate new sensory information, and the cycle continues, making the brain con-

stantly integrate information, update information reserves, and produce new consciousness, concepts, and behaviors.

Multimodal perceptual learning is the first and most common mode of human learning. Although the properties of sensory stimuli in different channels vary greatly, humans in an information-rich environment are still superior in their ability to coordinate these sensations, and multimodal perception provides us with powerful survival and behavioral advantages.

Among various teaching methods, Douyin, as the mainstream of short video platform, concentrates sound, image and text, and can be liked, commented and forwarded, which is a comprehensive form of multi-modal communication. This paper explores the learning mechanism behind Douyin from the perspective of teaching principle --multi-modal theory, and why "more and more people are enthusiastic about Douyin for learning".

4.2   Investigation and analysis of the application of Douyin in college students' English learning

This questionnaire takes non-English major freshmen in Northeast Petroleum University as the research object to understand their use of Douyin to learn English and their learning needs. The following will explain the findings from three aspects.
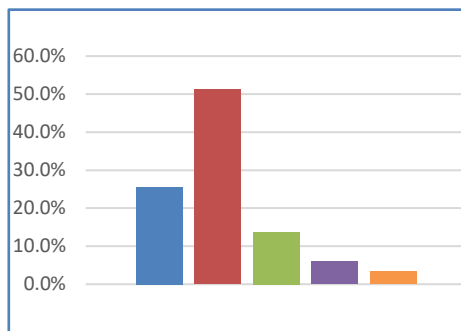
Fig. 1. Students' acceptance as an aid to English learning

Table 1. Percentage of students' acceptance

completely agree (blue bar)	25.6%
agree (red bar)	51.3%
neither agree or disagree (green bar)	13.7%
disagree (purple bar)	6.0%
completely disagree (orange bar)	3.4%

As shown in Figure 1,Table 1, only a small number of students do not agree with the assisted learning mode of Douyin, nearly 75% of the students accept this form, and about 14% of the students hold a wait-and-see opinion, in other words, an indifferent attitude. Therefore, it is feasible for teachers to apply the idea of Douyin teach-

ing in class, but they should also pay more attention to the students' state and make them plan their time reasonably.
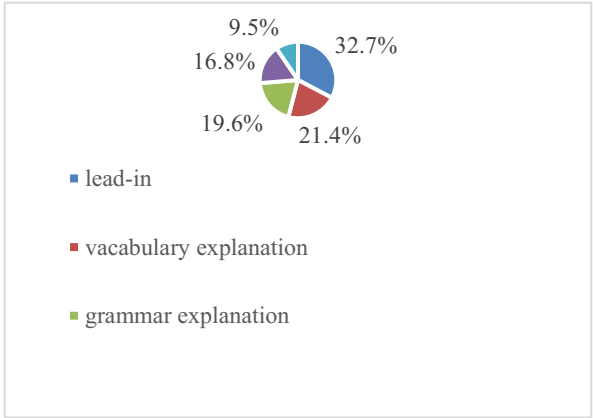

Fig. 2. Students' tendency to select materials for the content of Douyin in classroom teaching

As shown in Figure 2, in terms of the content selection of Douyin in class, "class-room introduction" and "vocabulary explanation" have the largest number of selec-tions. Secondly, "grammar explanation" and "watching or imitating short videos made by teachers" are also more popular, because the network information may be complex, and the content released by their teachers is more authoritative, which makes up a challenge for teachers. Teachers can also use Douyin to publish teaching content, improve classroom teaching and enrich students' after-school learning.
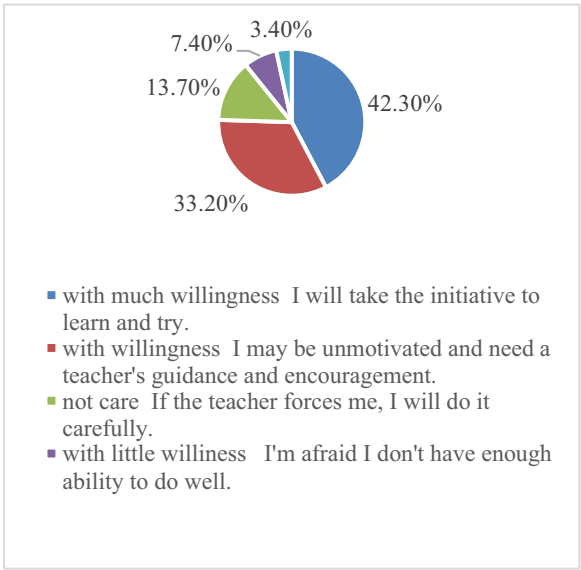

Fig. 3. Students' willingness to use Douyin to make videos

Figure 3 shows that nearly 75% of the students are more interested in making videos by themselves when using Douyin, indicating that on the whole, students are willing to try new things and have a high sense of innovation. Only a few are more resistant, perhaps as their English is limited, the homework is so difficult that they can hardly finish. Therefore, teachers must assign tasks reasonably, and specify task requirements according to the level of students in the class. Content production can be completed step by step, which can be performed by group cooperation, or the teacher can make a template first, so the students can imitate it. If necessary, the teacher can provide individual guidance to reduce their fear of difficulties.

To sum up, the idea of applying Douyin in college English teaching is completely feasible. Teachers should make reasonable use of the videos. When recording videos themselves, they should reflect the classification and pertinence of the content, encourage students to participate in the shooting, review what they have learned, and enhance their sense of self-value.

5   Specific meatures of douyin in college english teaching

5.1   Making use of the advantages of the platform to improve the interest and interaction of teaching

Learning on short video platforms has gradually become the trend of online education to meet the personalized needs of students. Douyin provides an important learning platform for English classroom teaching with its merits of mass and sharing, interactivity and immediacy, multimedia and community.

5.1.1 Lead-in

Using relevant English videos on Douyin for reference, students or teachers can share them in class to make learners immerse into the topic and arouse learning interest. When introducing the third chapter of self-compiled teaching material, A Training Course of College English Translation by Northeast Petroleum University, there are abundant resources on Douyin to introduce Chinese food. For example, an English teacher Wang from Northeast, recommends Chinese food in English so as to learn authentic English as well as glorifying Chinese culture. By playing the video for a few seconds in a loop, students can read the captions in both Chinese and English at the same time, keep listening and speaking, and follow the oral imitation practice. Meanwhile, Douyin can also like comments and forward, share resources with each other, communicate with netizens, and interact with creators, which greatly expands the learning path.

5.1.2 Intensive teaching in class

In the part of sentence grammar explanation, there are quite a few creators with high professional quality and excellent teaching skills on Douyin platform. Through their explanation, on the one hand, teachers can reduce the pressure of preparing lessons and teaching, and on the other hand, they can learn from the teaching methods of

other excellent professionals to improve the quality of teaching [6]. The creators of similar high-quality short video accounts on Douyin are in-service teachers of schools or institutions, with professional and educational backgrounds and rich teaching experience. The grammar videos they publish on Douyin often have tens of thousands, hundreds of thousands or even higher likes. It can be seen that grammar module also belongs to a relatively popular field in the knowledge sharing of Douyin.

5.1.3 After-school review

In listening and speaking, students are required to imitate or read beautiful essays, and use the unique function of Douyin to release their own reading videos; Teachers can also make and publish short videos to explain the knowledge points in class for a second time, and students can comment and express their own views. Thanks to the anonymity of the Internet, students can speak up more freely. At the same time, in the process of making videos, teachers also developed their own language expression ability. Finally, teachers can also set up class group chats on Douyin to share interesting and useful English resources from time to time, and students can also share with each other, like and comment, and jointly create a good English learning environment [7].

5.2   Expanding the ways of college English teaching and enriching the practice of the second classroom

Teachers can guide students to watch related topics on Douyin, specify activity requirements, formulate evaluation systems, and encourage students to participate. After recording, students post them to the Douyin platform, like, comment and forward each other, so that more people can see the recording results, urge students to complete the task attentively and improve the quality of homework. The competition will be held within the class first, and then gradually promoted to the whole department in the later stage, and students will be given certificates and awards. Hold relevant English competitions on the platform or use Douyin to carry out innovative practice projects for college students, which diversify students' second classroom practice, such as holding English speech contest, English song contest and so on.

Contestants will publish their works on their own Douyin accounts by public voting to increase popularity. Students can freely recruit members or be led by an English teacher to apply for innovative English practice projects, and record fun classified teaching video on professional English vocabulary, CET-4 and CET-6 high-frequency vocabulary teaching and translation on culture vocabulary teaching.

Through the project practice, the students not only improve their English vocabulary expression ability, but also cultivate the practical ability of project organization, communication and cooperation, and make full use of information technology to empower students.

6 Problems existing in the application of douyin in english teaching

Although resources are rich and colorful which offer a new and convenient way to college students, it should be recognized that new media platforms also have their limitations, which are mainly reflected in the following three aspects.

6.1 Paying More Attention to "Fashionable" Teaching

New media technology can not replace traditional classroom teaching, but only plays an auxiliary role. In the normal teaching atmosphere, teachers can frequently communicate and interact with students to explore whether they fully understand the teaching content and what makes students confused, thereby further improving teaching. The traditional teaching method still has the value of existence, and most students are still more accustomed to the traditional teaching mode. Students can speak freely, ask the teacher questions at any time, and interact with the teacher in real time under eye contact. so they can not blindly pursue the so-called more "fashionable" teaching means or platforms, while ignoring the most basic teaching content. From time to time the short video resources will distract the attention and reduce the teaching effect [8].

6.2 Appearance of Homogenization and Lack of Originality

Douyin short video platform learning is prone to homogenization, lacking originality [9]. Although it is very convenient for media platforms to obtain information, the authenticity and accuracy of information cannot be guaranteed. Therefore, teachers should pay attention to information identification while picking resources, screen out more valuable videos for teaching, and give timely guidance.

6.3 Going into Distraction

Due to the nature of Douyin's own entertainment platform, students are easily attracted by other entertainment videos during study, and their learning efficiency is not high. Therefore, teachers should supervise the learning process of students using the platform, such as establishing a "punch card" system and corresponding reward and punishment measures, so as to avoid the teaching methods of Douyin becoming mere formalities. Truly teaching through lively activities takes a lot of time to select authentic materials and hence to make students acquire more knowledge.

7 Conclusion

To sum up, the continuous progress of information technology requires the continuous innovation of teaching methods in colleges and universities, and the maximum

close to the learning mode of contemporary college students [10]. In the era of fragmented information, there are many professionals in English education on Douyin short video platform, which provides many valuable resources for college teaching. Encourage students to participate in the content production of the platform, reproduce knowledge, effectively stimulate students' innovative thinking, and cultivate students' concept of advancing with times. In short, there are still many areas worth exploring in the application of Douyin platform in college English teaching and learning, and the cooperation between education and short video will also become one of the future development directions of college education.

Acknowledgement

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