



An Integrating of Blended Learning in College English Teaching Based on Tiktok Short Videos

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Abstract

Background and Aim: Nowadays, information technology has been expected to be used in classrooms as teaching aids while the educational system continues to develop in China. This research aimed to explore a method of integrating blended learning into College English teaching based on TikTok short videos, investigate students' performance, and determine students' perception towards this teaching mode.

Methodology: A quasi-experiment was conducted in the research. The population was non-English major students from Anshan Normal University in Liaoning Province, China. The sample was two classes of students taught by the researcher. One class was a control group with 60 students taught with traditional face-to-face teaching. The other class was a treatment group with 55 students taught with blended learning based on TikTok short videos. Quantitative data was collected by performance pre-test and post-test to investigate the students' language proficiency improvement. Qualitative data was collected by an open-ended questionnaire to explore the students' perception of this teaching mode. SPSS and NVivo were employed to make an analysis and interpret the conclusion.

Results: After comparing the score improvement in the control group and treatment group by independent samples t-test, students' listening, reading, and writing skills were improved in College English. After NVivo thematic analysis of the feedback from the open-ended questionnaire, students showed an active perception towards the teaching mode.

Conclusion: The findings of this research suggested that blended learning in College English teaching based on TikTok short videos could stimulate learning motivation and improve teaching effectiveness.

Keywords: Blended learning; College English; TikTok short videos

Introduction

According to the *Ten-Year Development Plan for Education Informatization* (2011-2020) in China, information technology was expected to be used in the classroom as a teaching aid while China's educational system continued to advance. The *College English Teaching Guide* (2020 edition) also pointed out that College English teachers should make full use of the online teaching platform to provide students with high-quality and abundant online and offline independent learning resources and methods, which encourage students to switch from passive to active learning by fusing contemporary information technologies with classroom instruction.

The teacher-centered teaching approach was always used in a conventional College English course (Magliaro et al., 2005). For many years, teachers have served as the focal points of the classroom and the directors of knowledge, imparting knowledge to pupils based on what the curriculum developers and the instructor believe is appropriate, especially in the Asian environment (Littlewood, 1999).

Blended learning was viewed as a means to utilize the wealth of online resources while maintaining the advantages of more conventional on-campus training (Cunningham & Billingsley, 2002). Seery and Donnelly (2012) discovered that blended learning made it possible to give students access to online materials so they could get ready before class, which lowered their cognitive load, boosted their academic performance, and made them more active in learning activities.

TikTok is a social video platform. It was introduced in September 2016 and is run in China by ByteDance. TikTok had one billion monthly active users worldwide in September 2021 (Sina Technology, 2021). TikTok, an online social media platform, is a community where people create, share, and exchange





ideas, opinions, and experiences. It also gives users greater editing options and the ability to create their online listening community (Borah et al., 2022).

Younger generations are more likely to use social media, TikTok in particular, to search for information (Cavender, 2022). As an important part of new media, TikTok provides technical means for the implementation of blended teaching in college English classes.

According to Sembiring (2018), when a variety of delivery methods were used, blended learning could successfully improve students' experiences, which could then improve students' academic performance. In 2019, using the case study approach, Previtali and Scarozza emphasized the students' favorable opinions of distance learning and their contentment with the blended learning setting. According to Escamilla-Fajardo's (2021) study, integrating TikTok into a Sports Science course improved students' motivation, fostered an interesting learning environment, and stimulated students' creativity and curiosity. Based on the results above, as for the integration of the blended teaching model based on TikTok short videos in College English classes, the following research questions were as follows:

1. What is the method of integrating blended learning into College English teaching based on TikTok short videos?
2. What are students' performances on listening, reading, and writing ability after blended learning activities based on TikTok short videos?
3. What is students' perception towards blended learning based on TikTok short videos?

Objectives

This experiment was conducted to see how blended learning based on TikTok short videos affected students in college English classes and how students perceived this kind of teaching model. In this research, to answer the research questions, there were research objectives respectively as follows:

1. To develop a method of integrating TikTok-based blended learning into College English teaching based on TikTok short videos.
2. To compare students' performance on listening, reading, and writing ability after blended learning activities based on TikTok short videos.
3. To determine students' perception towards blended learning based on TikTok short videos.

The research aims to provide teachers, educators, and educational institutions with a new teaching method to effectively integrate technology into language teaching.

Literature review

Introduction of College English in China

College English teaching refers to the situation where students as non-English majors study College English when they come to various colleges and universities in China (Xiao, 2015). It consists of two levels: one is for non-English major undergraduates; and the other is for non-English major college students. Its teaching objects include non-English majors and junior participants in a variety of colleges and universities. Participants are required to finish the learning requirement in their first two years in the university.

The assessment of English instruction in colleges and its effect is mainly carried out through testing. Both the Syllabus of Science and Engineering and the Syllabus of Arts and Science have made special provisions for the testing of college English courses. According to the requirements of the syllabus (Xiu, 2001), college English tests can be divided into three levels, namely, department examination, subject examination, college examination (conducted at the end of each semester), and national unified examination (conducted at the end of two years of basic teaching) which is known as the College English Test (CET)

According to the National Education Examinations Authority (NEEA, 2023), the Ministry of Education is responsible for giving the College English Test (CET), a comprehensive national standardized examination. The aim of CET-4 and CET-6 is to encourage the application of the college English teaching syllabus; measure college students' English proficiency accurately and objectively; offer a foundation for assessment to enhance the quality of College English instruction, and mutually restrict and promote college



English teaching. In 1987, the first National College English Test Band 4 was held. The CET-4 and CET-6 have undergone nearly 30 years of development and reform, which has significantly aided in the advancement of College English instruction and aroused the enthusiasm of students to learn English (Xiao, 2015).

This research investigated the first level of college English teaching, which only referred to non-English major undergraduates in various universities. Educational Informationization has been the trend of the times. *College English Curriculum Requirements* (2004) put forward that teachers should look for new ways to teach, incorporate technology into the classroom, and give students a flexible learning setting. Hence, how integrating and normalizing teaching media into College English teaching requires teachers and students to transform their teaching and learning mode. It is necessary to apply blended learning mode to the teaching of college English.

The Effect of Blended Learning

The most common statement about blended learning is that it advocates the organic combination of offline and online teaching. Just as Williams et al. (2008) mentioned, blended learning refers to a combination of in-person and virtual learning techniques that combines the greatest features of each method.

When looking at different research, scholars paid attention to the teaching effect of blended learning. Anthony et al. (2019) suggested that BL helped to redesign the course program so that students could learn better. This helps them get higher grades, know more about the subject, and understand the course material better. Sembiring (2018) suggested that when students used different ways of learning like in blended learning, their experience and achievements got better.

Previtali and Scarozza (2019) conducted a study using case analysis to show that students generally liked online learning and enjoyed combining it with traditional classroom teaching. Seery and Donnelly (2012) found that blended learning helped students by giving them online resources to use before class which made it easier for them to understand their schoolwork and improve their academic achievement.

Pereira et al. (2007) used specific teaching courses as examples to compare the effects of two different teaching methods: traditional teaching and blended learning. In the end, blended learning worked better than just using traditional methods.

Shih (2010) conducted a study where he compared two groups of students - one group taking traditional English-speaking classes and the other group using a blended learning approach. The purpose was to determine which method was more effective in improving the oral skills of the students. According to Shih, the blended learning method was more beneficial in making the students' ability better to speak English.

Studies on TikTok-based Learning Activities

Many people like to use TikTok because of its uniqueness, richness, and interest. Since it was invented, many people have started using it and it has become one of the world's most popular social media (Geyser, 2021)

Recent research was done to find out how much university students have used TikTok. Positive results were found, emphasizing the necessity for higher education institutions to use TikTok for instructional purposes (Escamilla-Fajardo, 2021).

Pavlik (2020) gave examples of using TikTok short videos in universities to share knowledge which was believed to help both teachers and students learn and grow. Especially for students, they can gain greater autonomy and learning skills and knowledge more comprehensively. Just as Glenn et al (2020) believed, the learning effect based on TikTok short videos was better because the videos follow cognitive load theories. TikTok has become popular among many different types of professionals. (Anderson, 2020). According to a study by Escamilla-Fajardo (2021), when TikTok was used in a sports science course, students felt more motivated and their creativity and curiosity were encouraged in a fun and interesting learning environment.



This is a helpful tool for libraries and schools to promote the use of TikTok for improving teaching and learning methods (Dina, 2022). Carter (2022) explained why TikTok was good for learning a new language. Pratiwi (2021) researched using TikTok as a way to learn how to pronounce English words. Duan (2023) found that TikTok was a new method for learning English.

Language Listening, Reading, and Writing Ability in Blended Learning

English learning involves acquiring language skills that are listening, speaking, reading, and writing ability (Fenny & Muhammad, 2015). In this research, only listening, reading, and writing were taken into consideration.

Many scholars, when studying the application of blended learning in English teaching, believe that blended learning has played a positive role in students' language abilities and improved their language skills. Banditvilai (2016) believed that the extra online learning program improved students' language skills more than just attending classes. E-learning helps students study on their own and spend more time practicing and improving their English language skills. Soliman (2014) researched using e-learning to foster independent learning and improve language proficiency in EFL (English as a foreign language) students.

According to Nadig (2013), listening comprehension is about understanding and making sense of what someone is saying. Kim and Pilcher (2016) believe that listening comprehension refers to how well someone can understand and make sense of what they hear. According to Hagen et al. (2022), listening comprehension is when someone can understand and make sense of what people are saying to them, like sentences, stories, and instructions. Many scholars studied the effect of English listening in the blended learning environment. According to Kajian (2017), blended learning means using technology to listen to content online while also learning in a traditional classroom. This type of learning is known as the best way to improve listening skills because it is not limited to just being in a classroom or person. In Mulyadi et al.'s (2021) research, they found that using technology in this way had a big impact on students' understanding, especially because real listening examples were used at the beginning of the activity. The study found that using video-annotated listening reviews can improve English listening skills (Chen & Chen, 2021). Research showed that if language learners had a lot of vocabulary knowledge, their performance in listening comprehension tests could improve if they also had background knowledge (Khajavy et al., 2017).

Harris and Sipay (1980) believed that people acquire reading ability as a set of skills that help them gain and show information from reading. As Liou (2021) mentioned, reading comprehension is very important for understanding what people read in their everyday lives. Many scholars have researched the effectiveness of blended learning on reading comprehension and they conclude that blended learning helps learners get better at improving their reading comprehension skills (Djiwandono, 2013). The results of Ghazizadeh & Fatemipour, (2017) study indicated that blended learning helps EFL learners improve their reading skills. As Yudhana (2021) mentioned, using blended learning could greatly help undergraduate students who are learning English as a foreign language to improve their reading skills in the language.

Ekarista (2018) concluded that writing ability refers to a person's skill in creating written messages using words. Yi, Jyi-yeon's (2009) summary gave teachers new ideas to improve students' writing skills. It also helped teachers develop their thoughts on how to teach writing. New technologies like online learning platforms and smart tutoring systems have changed education in the last decade. Risto (2014) explored how using digital media affects students' academic writing ability. It was discovered that students tried their best when they thought the assignment was important. McGuire (2017) explained that even though students are writing more than ever, they mostly use smartphones, tablets, and social media to communicate through writing. As McGuire (2017) recommended college teachers stress the need to write for different reasons in different places and adopt social media as a platform for writing. More research showed that combining online learning with traditional methods can help second and third-year college students improve their writing skills (Adas & Bakir, 2013). According to the participants in Petrides's (2002) study, in the blended learning environment where the internet is used along with other methods when they wrote their responses instead of speaking them, they thought more carefully about the topics. Maulida et al. (2022) believed that

one way to help students improve their paragraph writing is by using blended learning as their teaching and learning approach.

Perception towards Blended Learning

According to Schacter, et al (2011), perception is how people make sense of what they receive. All perceptions involve signals that travel through the body's nerves, which happen when the senses are stimulated by something physical or chemical. (Bruce, 2009). Perception is not just the way people passively receive signals, but it is also influenced by things like what they have learned, what they remember, what they expect, and what they pay attention to (Orem, 1987; Douglas, 2010). Many scholars researched students' perceptions of some teaching methods such as Rahman et al's (2020) *Students' Perception in Blended Learning among Science and Technology Cluster Students*, Buzatu et al's (2020) *Students' Perception of Online Education in the COVID-19 Pandemic Framework*; Kulal and Nayak's (2020) study about teachers and students' satisfaction to online learning, etc. Listening to audiobooks was positive on their attitudes in the foreign language classroom (Reima, 2021). To sum up, the results, as Donnelly (2010) and Poon (2012) stated, blended learning can provide an effective method to help students to improve their learning.

Conceptual Framework

This study aimed to investigate students' academic performance after employing blended learning based on TikTok short videos and their perception of the teaching model. Before and after an 8-week experiment in blended learning in College English teaching based on TikTok short videos, the sample students took part in the pre-test and post-test. The measurement tool was the College English Test – Band-4 which involved listening, reading, and writing ability. To investigate academic performance, the research calculated and analyzed the scores in listening comprehension, reading comprehension, and writing. In the eighth week after the post-test, nine students from the treatment group participated in the open-ended questionnaire to answer six questions to explore their perception of the teaching mode. Therefore, listening comprehension, reading comprehension, writing ability, and perception were involved in this research as the variables. The conceptual framework is as follows:

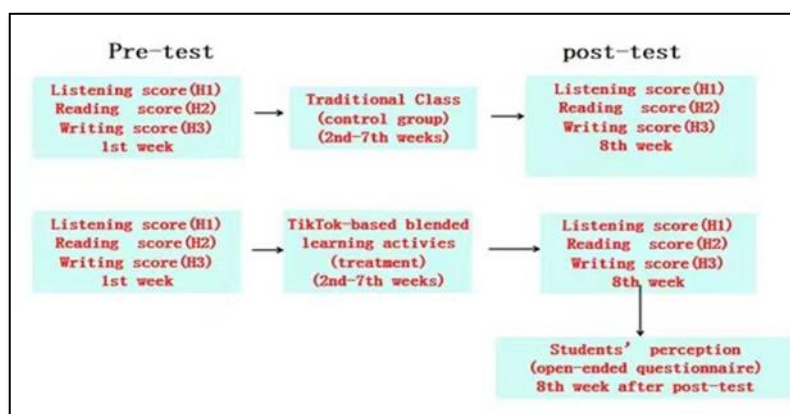


Figure 1 *Conceptual Framework*
Source: Constructed by the Author



According to the conceptual framework, there were such hypotheses as follows:

H₀₁: There is no difference in listening score improvement between the control group and the treatment group.

H₀₂: There is no difference in reading score improvement between the control group and the treatment group.

H₀₃: There is no difference in writing score improvement between the control group and the treatment group.

Methodology

This was a research that employed a mixed research method. In the research, a quasi-experiment was conducted to identify the effectiveness of blended learning based on TikTok short videos in College English, and an open-ended questionnaire was employed to investigate the students' perception of blended learning based on TikTok in College English.

Population

In this research, the population was the students who were required to finish the course of College English in their first two years at Anshan Normal University in Liaoning Province, China.

Sample

Sample means a group of units chosen from a larger population have a variety of characteristics similar to the whole population (Shukla, 2020). The sample was the two classes of freshmen taught by the researcher. One class was the control group with 60 students using traditional face-to-face teaching; the other class was the treatment group with 55 students using blended learning based on TikTok short videos. Since a census aims to count the entire population rather than just a portion of it, it is frequently misinterpreted as the opposite of a sample (from <https://en.wikipedia.org/wiki/Census>). In this research, the census sampling technique was used.

Research Instruments and Tools

In this research, performance tests and open-ended questionnaires were adopted as the research instruments. Standardized papers for CET-4 (College English Test-Band Four) were used in the pre-and-post tests. Numerous statistical data points and experimental materials demonstrate that CET-4 and CET-6 have high validity in addition to high reliability, meeting the standards for large-scale standardized testing in terms of quality, and can accurately represent Chinese college students' English proficiency by the syllabus's requirements (Xiao, 2015).

This research identified the students' perception towards blended learning based on TikTok short videos through the open-ended questionnaire. The content validity of scales of the questions of the open-ended questionnaire (CVI) was applied to measure and the questions of the open-ended questionnaire were valid for getting the results. According to Polit and Beck (2006), 3-5 expert reviews with a rating of 1.00 are suitable for evaluating the content validity of the open-ended questionnaire. Three experts who are qualified to plan the research procedures asking the questions, and meet the requirements of experts' qualifications were recruited to review the questions of the open-ended questionnaire. As a result, the questions were thought to be valid, as Polit and Beck (2006) stated.

Table 1 *The Results of the Content Validity of the Open-ended Questionnaire*

Question	Expert 1	Expert 2	Expert 3	Number in Agreement	Item CVI
1	3	4	4	3	1.00
2	4	3	4	3	1.00
3	4	4	3	3	1.00
4	4	4	4	3	1.00
5	4	3	4	3	1.00
6	4	4	3	3	1.00
Proportion Relevant:	1.00	1.00	1.00	Mean I-CVI = (1+1+1+1+1+1)/6 = 1.00	

Source: Illustrated by the Author



Data Collection and Analysis

The data from the pre-and-post tests and the information from the open-ended questionnaire were collected. The quantitative results were analyzed by using the SPSS 26 program, and NVivo was used as a tool to make qualitative analysis.

The independent samples t-test was used to analyze data from pre-tests and post-tests in the treatment group and control group. Calculate the score improvement in listening, reading, and writing scores between the pre-test and post-test for each group, compare the score improvement between the two groups, and statistically and analytically show the difference by calculating mean and significance values.

The open-ended questionnaire was employed in the treatment group when the experiment was finished eight weeks later. It aimed to investigate students' perception towards blended learning based on TikTok in College English teaching. There are six questions in it. 9 students from the treatment group were selected to participate in it. NVivo was used as a tool to make qualitative thematic analysis. NVivo 12 was used to help analyze the results of the open-ended questionnaire. NVivo is a widely used software to help manage and analyze qualitative data (Lakeman, 2009)). NVivo processes qualitative analysis by classifying and summarizing data in code (McGuire, 2017). The 9 feedbacks of the open-ended questionnaire were uploaded to NVivo for thematic analysis, and the results are shown in the following figures.

Results

The hypothesis testing was presented as follows:

H₀₁: There is no difference in listening score improvement between the control group and the treatment group.

Table 2 Mean Summary for Students' Listening Score Improvement between Control Group and Treatment Group

	Group	N	Mean	SD
Listening score improvement	control	60	2.17	3.823
	treatment	55	16.80	6.081

Table 3 T-test for Students' Listening Score Improvement between the Control Group and Treatment Group

	Mean difference	Sig.
Control group & Treatment group	14.633	.000

In Table 2, it was found that the sample size of the control group is 60, the mean is 2.17, and the standard deviation is 3.823; The sample size of the treatment group is 55, with a mean of 16.80, the standard deviation is 6.081. In Table 3, this independent samples t-test was calculated to compare students' listening score improvement between the control group and the treatment group. The t-test was significant, $t(113) = 15.584$, $p = .000$. Thus, the null hypothesis was rejected. The results indicated that there was a significant difference in listening score improvement between the control group and the treatment group.

H₀₂: There is no difference in reading score improvement between the control group and the treatment group.

Table 4 Mean Summary for Students' Reading Score Improvement between Control Group and Treatment Group

	Group	N	Mean	SD
Reading score improvement	control	60	.72	5.295
	treatment	55	14.55	5.350



Table 5 *T-test for Students' Reading Score Improvement between the Control Group and Treatment Group*

	Mean difference	Sig.
Control group & Treatment group	13.829	.000

In Table 4, it was found that for the control group, the mean is .72, and the standard deviation is 5.295; for the treatment group, the mean is 14.55, and the standard deviation is 5.350. In Table 5, this independent samples t-test was calculated to compare students' reading score improvement between the control group and the treatment group. The t-test was significant, $t(113) = 13.921$, $p = .000$. Thus, the null hypothesis was rejected. The results indicated that there was a significant difference in reading score improvement between the control group and the treatment group.

H_03 : There is no difference in writing score improvement between the control group and the treatment group.

Table 6 *Mean Summary for Students' Writing Score Improvement between Control Group and Treatment Group*

	Group	N	Mean	SD
Writing score improvement	control	60	1.60	1.888
	treatment	55	4.33	3.682

Table 7 *T-test for Students' Writing Score Improvement between the Control Group and Treatment Group*

	Mean difference	Sig.
Control group & Treatment group	13.829	.000

In Table 6, it was found for the control group, the mean is 1.60, and the standard deviation is 1.888; for the treatment group, the mean is 4.33, and the standard deviation is 3.682. In Table 7, this independent samples t-test was calculated to compare students' writing score improvement between the control group and the Treatment group. The t-test was significant, $t(113) = 5.059$, $p = .000$. Thus, the null hypothesis was rejected. The results indicated that there was a significant difference in writing score improvement between the control group and the treatment group.

In conclusion, in the process of hypothesis testing, according to the results of independent samples t-tests, the three null hypotheses were all testified to be rejected in Table 8.

Table 8 *Summary of Hypothesis Testing and Results*

Hypotheses	Statement	Result after Analysis
H_01	There is no difference in listening score improvement between the control group and the treatment group.	Rejected
H_02	There is no difference in reading score improvement between the control group and the treatment group.	Rejected
H_03	There is no difference in writing score improvement between the control group and the treatment group.	Rejected

Based on the analysis above, after using blended learning based on TikTok short videos, students' listening, reading, and writing ability were improved. Feedback on the open-ended questionnaire is presented in Figure 2.

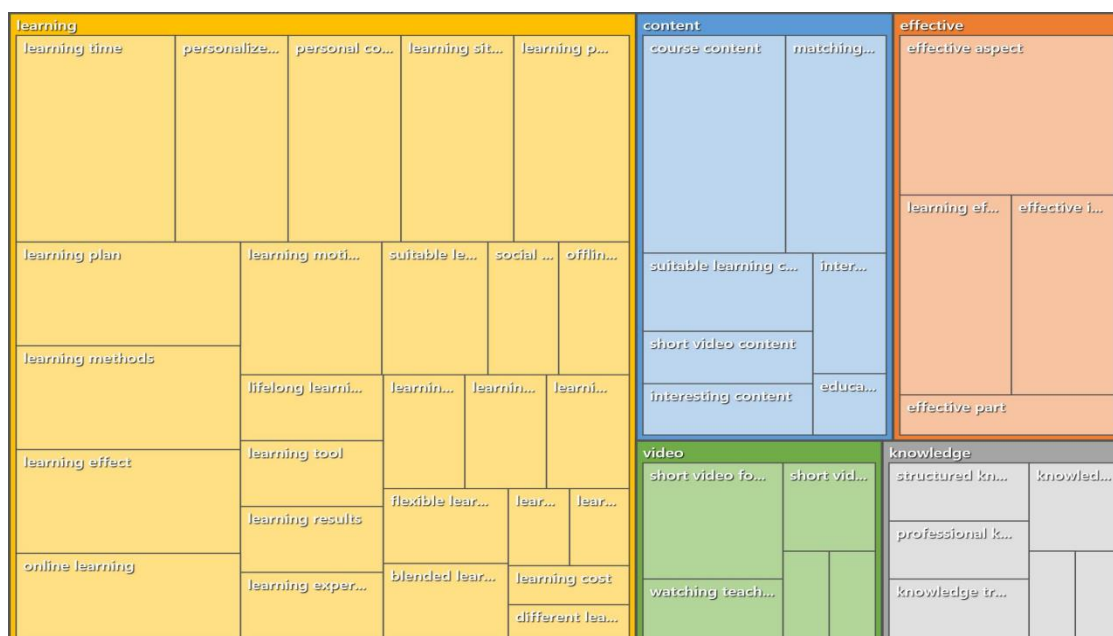


Figure 2 Thematic Analysis Results from NVivo

Source: Illustrated by the Author

According to NVivo analysis, Figure 2 shows five themes with different proportions and different colors. The five themes are: learning, content, effective, video, and knowledge. The relationship between these themes is that: “video” plays the role of the means to study; “learning, content, and knowledge” are the learning objects; “effective” serves as the learning result. These themes occupy a relatively large proportion of all nodes. The larger the area is, the more frequently the theme appears in the feedback, which indicated that participants mentioned these aspects more in their feedback.

Conclusion

According to data analysis from the performance tests and the NVivo results of the open-ended questionnaire, the conclusion was drawn as follows:

Based on the results from NVivo analysis, the TikTok-based blended learning model met participants’ expectations. They believed that the blended learning mode had the advantages of flexible learning time and location, richer learning resources, and personalized learning which could make them control their learning content. They believed that the contents of TikTok-based blended learning were interesting, interactive, educational, and suitable. Although the participants agreed that TikTok-based blended learning played an effective role in their language study, network technology problems and lack of self-management ability were the challenges when they were involved in TikTok-based blended learning.

Based on the data analysis from t-tests, the result was presented that TikTok-based blended learning had a positive effect on students’ language ability. After taking part in this kind of course, their listening, reading, and writing ability had been greatly improved. The blended learning based on TikTok short videos exerted an active effect on their language skills.



Discussion

This study found that the experiment results conformed with the previous findings. Just as Seery and Donnelly (2012) found, blended learning was an effective way to help students improve their academic performance. Students improved their listening, reading, and writing abilities after blended learning activities based on TikTok short videos.

The results from the open-ended questionnaire concluded that students highly perceived TikTok-based blended learning in College English as an effective way to improve their language skills, especially under the guidance from teachers which was in line with the findings of the researchers (Donnelly, 2010; Poon, 2012). The present results were significant not only for educators and educational institutions to be devoted to using information technology in language teaching to improve teaching effectiveness but also for inventors to create more effective electronic applications and software that can be used as teaching tools to enhance the learning and teaching process.

Recommendation

In the process of experimenting, there are some factors of the research that can provide some thoughts for teachers, researchers, and educational institutions. All these factors are worthy of putting more time, financial resources, and effort into investigation.

Although the participants agreed that TikTok-based blended learning played an effective role in their language study, network technology problems and lack of self-management ability were the challenges when they were involved in TikTok-based blended learning.

The implementation of blended learning based on TikTok short videos was a process full of practical challenges for teachers. Teachers are required to have extremely high technical skills and excellent professional qualities in selecting and commenting on the short videos they push to students which will result in more workload than traditional classrooms.

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