

Voiceover Feedback on TikTok

Erhan Altay

Abstract *In today's digital era, technology has revolutionized education and has provided new opportunities for learners to enhance their language learning experience. Learning a language does not have to be boring, and with the advancements in technology, the possibilities for interactive and engaging activities are limitless. The use of video applications has made video editing more accessible and user-friendly, allowing learners to create their own content with ease. One such popular platform is TikTok, which provides users with a vast array of tools to create content and share it with others. Moreover, video editing possibilities can be used for feedback purposes. For instance, learners can leave an audio comment by using the voice-over function of TikTok. In the teaching idea presented in this chapter, learners are asked to produce a video on TikTok, for instance a recorded slideshow presentation. Afterwards, learners will give digital audio feedback to each other. In this way, learners will easily be able to provide digital audio feedback to each other. Moreover, the integration of social media has the possibility to enhance student interaction and learning beyond the classroom. Overall, incorporating digital platforms like TikTok into language learning activities can help learners to stay engaged and motivated while developing essential language skills. This approach can provide a fun and interactive way to learn a language while also building technical skills that can be beneficial in the future.*

Keywords *TikTok; video feedback; audio feedback; voiceover feedback; language learning*

1. Introduction

In today's digital era, technology has revolutionized education and has provided new opportunities for learners to enhance their language learning experience. Especially digital media have changed the daily lives of people completely. Notably, there are many social media platforms that shape the way people live, dress, talk and behave. After the break-out of the pandemic in 2019, digitalization in education became inevitable. Particularly in this era, the importance of the implementation of social media in language education increased because it was an essential place for learners to get exposed to authentic language input, as travelling became almost impossible due to the lockdowns. In 2023, almost all restrictions of the pandemic were lifted in every country. However, as digitalization in

language education proved to be efficient in many aspects, it should be continued after the pandemic as well.

In this paper, I will try to give a brief explanation of a teaching idea which serves as an example of digital language learning. TikTok is one of the most influential social media platforms today (Duan, 2023). It has a huge impact on millions of people, especially on the younger generations. Thus, I believe that the usage of TikTok in language learning is essential to increase young EFL learners' interest and motivation. One of the many ways to include TikTok in the process of language teaching is voiceover feedback, which will be focused on in this paper. In the following parts, I will therefore give a more detailed explanation of voiceover feedback on TikTok.

2. Literature Review

In the literature about digitalized education, language teaching via social media played an important role. Even though there is still a huge research gap in this field, previous studies tried to identify student perceptions of implementing social media into language learning. Moreover, some studies tried to find out the effects of social media in language teaching through qualitative research methods in which they try out the different functions of social media in a physical or online classroom.

Duan (2023) aimed to discover the possible implementation of TikTok as a new way of English language learning and gives an exhaustive explanation of TikTok as an educational tool. Zhen et al. (2022) tried to explore the effects of a Duet challenge on TikTok on the improvement of ESL learners' speaking skills. Post-test results showed that most of the students not only improved their speaking skills, but also displayed improvement in additional skills, such as vocabulary, grammar etc., as the TikTok challenge activity provided an authentic language atmosphere to practice their English skills.

Moreover, Anumathan and Hashim (2022) focused on the impact of TikTok on the acquisition of English vocabulary by collecting qualitative and quantitative data from 45 primary school students in Malaysia. In their research, they included a pre-test, a post-test, and additionally interviewed 10 students. Based on their findings, Anumathan and Hashim (2022) suggested that TikTok could be integrated for educational purposes as it encourages students and triggers a socially collaborative learning atmosphere. Bernard (2021), similarly to Anumathan and Hashim (2022), tried to assess TikTok's effect on vocabulary acquisition. In this study, students watched, selected and filtered videos on TikTok. The analysis of focus group interviews with eight college students showed that their motivation increased. Moreover, the vocabulary of the students improved.

Herlisya and Wiratno (2022) conducted a descriptive quantitative study using classroom action research techniques in Indonesia with 20 university students. Based on their findings, Herlisya and Wiratno (2022) concluded that TikTok is a suitable way to improve students' speaking performance. They also pointed out that incorporating TikTok in an EFL classroom makes it easier for students to acquire new vocabulary in English and consequently students might find it more fun to use TikTok for educational purposes.

Based on the results of the previously mentioned studies, it can be said that the implementation of TikTok in an English as Foreign Language classroom can be an effective

method to increase students' motivation and interest. Moreover, via TikTok students can improve different abilities such as speaking and vocabulary. With a countless number of authentic contents, TikTok can provide learners with good learning experiences that cannot be found in a traditional learning atmosphere.

3. Language Learning on TikTok

TikTok is one of the most popular and influential social media tools nowadays. It has 1.7 billion monthly active users and has been downloaded more than three billion times (Iqbal, 2023). It can be categorized as a short video platform. With its countless unique features, TikTok has been shaping the daily lives of millions of people and setting the trends for the past few years. It offers many functions, such as Duet, Stitch, or Green-screen features, for its users. Its interface is quite user-friendly, which means that an ordinary user of social media can produce content, create, and edit videos without much difficulty. TikTok makes video editing quite easy and ordinary even though video editing had been a mystery for the majority of people before the release of TikTok or similar platforms on mobile devices.

With these functions, TikTok can also be said to be a learner-friendly platform. Some EFL learners have been using TikTok for language learning purposes both consciously and unconsciously. On TikTok, there are several content creators who aim to teach English via videos. However, TikTok can improve learners' English skills even without specifically designed educational videos as it includes millions of authentic contents from native speakers or proficient users of English. EFL learners can access authentic contents to learn and comprehend the daily conversations from different contexts. This kind of language learning interaction on TikTok can be considered as some kind of informal or 'passive' learning in which EFL learners improve their language skills passively by watching, listening, and reading authentic content in the target language. However, learners can also participate in language learning on TikTok as active agents. In the following part, I will explain how learners can learn and practice their language skills actively on TikTok.

4. Voiceover Feedback on TikTok

TikTok offers numerous video features so that there are several ways to produce and edit videos on TikTok. Students, under the guidance of lecturers, can be asked to produce course-related content on TikTok. For instance, with the slide feature of TikTok, students upload their recorded presentations about a topic onto TikTok. Alternatively, they can produce roleplay videos to activate the gamified elements in language learning, e.g. by acting as an interviewer and a famous football player giving an interview. This way, they can produce content to practice their language skills on TikTok actively.

Another important point is that students should also be encouraged to use TikTok for peer feedback purposes. In that respect, students can leave feedback to each other by using the video features of TikTok. Some of these video features, such as TikTok Duet

and Stitch, are suitable for feedback purposes. Via TikTok's Duet feature, students can shoot their feedback videos alongside with the original video of the peer. TikTok Stitch, in turn, allows them to select a small part of their peer's video and record their feedback video that will play after the peer's original video.

The main focus of this paper is the voiceover feedback on TikTok. Learners can download their peers' videos and save them to their galleries. After doing so, they can upload the original video on which they want to give feedback and start editing it. The voiceover feature allows users to remove and turn down the original sound of the video. Afterwards, the students can add additional background music as they wish according to their creativities and by bearing copyright in mind. Moreover, TikTok allows users to record their voice at any point of the original video. Thus, this function of TikTok can be utilized as screencast video feedback in which learners leave audio feedback to each other whilst scrolling through their peers' original videos (cf. Schluer, 2022, p. 186). Screencast can be simply described as the recording of digital screen, and it is an effective way of utilizing peer feedback (see the review by Schluer, 2022, pp. 185–207). On TikTok, for instance, students can record their screen while showing their writings, essays, or presentations, and ask for feedback on specific points. The second person can use the voiceover feature of TikTok to create screencast video feedback on TikTok. By doing so, students will be using TikTok both actively and passively to produce content and receive feedback from their peers. Throughout this process, the teachers should act as guides to monitor and maximize TikTok's efficiency on learners' improvement. Based on Duan's (2023) ideas, mobile phones can be used as a mini classroom to enact this learning idea.

However, possible disadvantages of using TikTok should also be considered. Distractive features of TikTok and sensitive content of the platform should be regarded while implementing it as an educational tool in EFL. Moreover, digital literacy should be acquired by both learners and educators to maximize its advantages and minimize its disadvantages. Moreover, learners should also have access to the necessary digital equipment and connection.

5. Conclusion

TikTok, as one of the world's most influential social media tools shapes people's daily lives. It offers a countless number of features that can be used for educational purposes. On TikTok, learners can improve their language skills both actively and passively. Passive learning on TikTok has already been frequently performed by many students. However, using TikTok for English language study requires developing active learning skills on the platform. This paper has argued that video feedback on TikTok is a possible method to use mobile phones as a mini classroom in which students can learn, collaborate, and improve themselves beyond the classroom.

References

- Anumanthan, S., & Hashim, H. (2022). Improving the Learning of Regular Verbs through TikTok among Primary School ESL Pupils. *Creative Education*, 13(3), 896–912. <https://doi.org/10.4236/ce.2022.133059>
- Bernard, A. V. (2021). Expanding ESL Students' Vocabulary Through TikTok Videos. *Lensa: Kajian Kebahasaan, Kesusastraan, Dan Budaya*, 11(2), 171. <https://doi.org/10.26714/lensa.11.2.2021.171-184>
- Duan, C. (2023). Tik Tok: A New Way of English Learning. *Journal of Education, Humanities and Social Sciences*, 8, 127–133. <https://doi.org/10.54097/ehss.v8i.4237>
- Herlisya, D., & Wiratno, P. (2022). Having Good Speaking English through Tik Tok Application. *Journal Corner of Education, Linguistics, and Literature*, 1(3), 191–198. <https://doi.org/10.54012/jcell.vii3.35>
- Iqbal, M. (2023). TikTok Revenue and Usage Statistics. <https://www.businessofapps.com/data/tik-tok-statistics/>
- Schluer, J. (2022). *Digital Feedback Methods*. Narr Francke Attempto.
- Zhen, L. S., Zainuddin, F. N., Mohd Zin, M. A., & Md Yunus, M. (2022). It Takes Two to Tango: Using TikTok Duet Challenge to Improve Conversation Skills. *International Journal of Academic Research in Progressive Education and Development*, 11(1), 170–185. <https://doi.org/10.6007/IJARPED/v11-i1/12017>

