

## Using Short-Form Videos (TikTok/Reels) to Enhance Real-Life Listening and Speaking Skills for A2 EFL Students: A Pilot Study at Hùng Vương University of Ho Chi Minh City

A persistent challenge in Vietnamese EFL education is the gap between classroom learning and real-world communication. Many non-English major students perform well on grammar tests but struggle to understand natural speech or engage in spontaneous conversation. Meanwhile, these students frequently consume short-form video content on platforms like TikTok and Reels, much of which features authentic, unscripted English. This study explores whether this daily habit can be leveraged as a pedagogical tool. This pilot study investigates the use of curated short-form videos to improve listening comprehension and speaking confidence among second-year, non-English major students at Hùng Vương University (CEFR A2 level). Over eight weeks, approximately 30 students will engage with videos depicting real-life scenarios—ordering food, casual conversations, and everyday transactions. Classroom activities include shadowing for pronunciation, learning colloquial expressions, role-plays, and student-created videos to reduce speaking anxiety. Using a pretest-posttest design, the study combines listening and speaking assessments, questionnaires on communication confidence, and focus group interviews. Expected outcomes include improved ability to decode natural speech and increased willingness to communicate. Positive findings would offer Vietnamese EFL teachers a low-cost, engaging method to enhance communicative competence using familiar digital platforms. This pilot provides foundational insights for future research and curriculum development at Hùng Vương University and beyond.

Keywords: short-form videos, TikTok, listening skills, speaking skills, A2 level, EFL, authentic materials, willingness to communicate

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