ISSN 2522-6398 Vol. 8, Issue 5: 1-9, DOI: 10.25236/FER.2025.080501

Telling Rural Stories Well: A Study on the Impact of Short Video-Based Teaching in College English Audio-Visual and Speaking Courses on Students' Oral Proficiency

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Abstract: *This study examines the impact of integrating rural stories into short video-based college English audio-visual and speaking courses on students' oral proficiency. Using 386 non-English major students from Northwest Minzu University, a five-dimensional model (content, methods, motivation, autonomous learning, and technical support) was analyzed via Pearson correlation and multiple linear regression. Results show all dimensions correlate significantly positively with oral proficiency ($p<0.01$). Learning motivation ($\beta=0.270$, $p<0.001$) is the strongest driver, as rural story interest boosts learning initiative. Short video content ($\beta=0.219$, $p<0.001$) and interactive methods ($\beta=0.182$, $p=0.004$) provide foundational linguistic input and situational practice, while autonomous learning ($\beta=0.152$, $p=0.017$) reinforces after-class skills. Technical support showed no significant impact ($\beta=0.098$, $p=0.158$) due to adequate baseline conditions. Proposed strategies include diversifying video content, innovating interactive teaching, enhancing motivation and autonomy, and optimizing technical support. The study offers empirical evidence for improving oral proficiency and intercultural competence through rural story-based short video teaching.*

Keywords: *College English audio-visual and speaking, Short video-based teaching, Rural stories; Oral proficiency, Multiple regression analysis*

1. Introduction

With the acceleration of globalization and the increasing frequency of intercultural communication, the quality of English teaching and students' English application abilities have gained growing attention. College English teaching should not only impart linguistic knowledge, but also cultivate students' practical language skills, especially oral proficiency [1][2]. However, traditional college English teaching models have limitations in improving students' oral skills, failing to fully meet students' learning needs and societal demands for talent [3].

With the rapid development of information technology, short videos, as an emerging media form, have gradually penetrated the education sector with their unique advantages [4][5]. Characterized by rich content, diverse forms, rapid dissemination, and strong interactivity, short videos can capture students' attention and stimulate their learning interest [1][3]. Many scholars have recognized the application potential of short videos in English teaching. For example, Zhang Yan explored strategies for integrating local culture into college English teaching through Douyin short videos, using Shanxi culture as a case to demonstrate their role in enriching teaching content and promoting cultural communication [1]. Yan Xuemin analyzed the application of Douyin short videos in college English teaching and found they enhance students' learning enthusiasm [3]. Zheng Baoyue and Xie Bing pioneered an autonomous learning model for college students' English listening and speaking based on short video platforms, emphasizing the positive impact of short videos on cultivating autonomous learning abilities [4]. Sun Shengnan studied the influence of short videos on oral English teaching in higher vocational colleges, concluding that they provide new teaching resources and methods [5].

Meanwhile, the importance of culture in language teaching has become increasingly prominent. Integrating local and Chinese culture into college English teaching not only helps students better understand and use the language but also strengthens their cultural confidence and intercultural

ISSN 2522-6398 Vol. 8, Issue 5: 1-9, DOI: 10.25236/FER.2025.080501

communication competence [2][6]. Liu Xiaoling and Liu Shuying deeply explored practical paths for integrating local culture into college English teaching, providing specific operational guidance [2]. Guo Xiaohong and Xie Ping analyzed short video communication strategies for Chinese culture in college English teaching, highlighting the advantages of short videos in cultural dissemination [6].

International research has also explored the application of short videos in English teaching. Zhou studied the optimization of college English teaching plans under the background of micro-videos and big data, indicating that micro-videos can provide richer resources and improve teaching processes [7]. Wang discussed methods for improving and optimizing college English education with micro-video technology, believing they enhance teaching effectiveness [8]. Shi investigated the application of short video description technology in college English teaching and found it improves students' language comprehension and expression abilities [9]. Xiuwen Zhai and Razali summarized the use of TikTok to improve the oral English communication competence of EFL undergraduates, affirming the positive role of short videos in oral teaching [10].

As an important carrier of rural culture, rural stories contain rich humanistic connotations, regional characteristics, and linguistic materials [11]. Integrating rural stories into short video-based teaching of college English audio-visual and speaking courses aligns with the trend of educational technology development and enriches teaching content while inheriting and promoting rural culture [1][2][12]. Against this background, exploring the impact of such teaching on students' oral proficiency is of significant theoretical and practical importance.

This study aims to deeply investigate the specific impact of integrating rural stories into short video-based teaching of college English audio-visual and speaking courses on students' oral proficiency. Through systematic investigation and analysis, it dissects the internal relationships between multiple dimensions—including the diversity of short video content, innovativeness of teaching methods, stimulation of learning motivation, cultivation of autonomous learning habits, and effectiveness of technical support—and the improvement of students' oral proficiency. The study identifies key factors driving oral proficiency improvement and areas needing improvement in this new teaching model, providing empirical evidence for college English teachers to optimize teaching strategies and innovate methods, and offering references for educational departments and institutions to formulate more scientific teaching policies and curricula. Ultimately, it aims to improve students' oral English levels and cultivate talents with intercultural communication competence and comprehensive quality.

2. Research Methods

This study designed a questionnaire titled "Telling Rural Stories Well: A Study on the Impact of Short Video-Based Teaching in College English Audio-Visual and Speaking Courses on Students' Oral Proficiency," which includes questions across five dimensions: short video content, teaching methods, learning motivation, autonomous learning, and technical support. These dimensions represent the key elements of rural story-based short video teaching, with each dimension containing 5 items rated on a 5-point Likert scale. The research participants were non-English major students from Northwest Minzu University, totaling 422 students across 8 classes. Rural stories were integrated into the college English audio-visual and speaking teaching process, and after a semester of teaching practice, the questionnaire was distributed via Wenjuanxing (an online survey platform), yielding 386 valid responses to ensure sample representativeness.

Oral proficiency tests were conducted on the participating students after the teaching experiment. The test content centered on rural story themes, including describing rural scenes, narrating rural experiences, and discussing rural development. Professional English teachers scored the tests based on indicators such as fluency, accuracy, vocabulary usage, grammatical correctness, and content richness to quantify changes in students' oral proficiency.

The study aimed to address two research questions: (1) What is the correlation between the key elements of rural story-based short video teaching and students' oral proficiency? (2) What is the degree of influence of these key elements on students' oral proficiency?

SPSS was used to analyze the questionnaire data and oral test scores. Correlation analysis was employed to explore the relationships between the five-dimensional independent variables and the dependent variable (oral proficiency), while regression analysis was used to determine the impact of each dimension on oral proficiency, leading to scientifically reliable conclusions.

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3. Research Results and Discussion

3.1. Correlation Between Key Elements of Rural Story-Based Short Video Teaching and Students' Oral Proficiency

This study used Pearson correlation analysis to explore the relationships between the five dimensions—short video content, teaching methods, learning motivation, autonomous learning, and technical support—and students' oral proficiency. As shown in Table 1, all dimensions exhibited a significantly positive correlation ($p<0.01$) with oral proficiency, as detailed below:

Correlation Between Learning Motivation and Oral Proficiency: The Pearson correlation coefficient was 0.730 ($p<0.01$), indicating a strong positive correlation between students' interest in rural story-based short video teaching and their intrinsic motivation to improve oral skills, and the enhancement of oral proficiency. When students develop enthusiasm for rural stories due to their interest and cultural connotations, they are more likely to engage in oral practice, thereby promoting expressive abilities.

Correlation Between Teaching Methods and Oral Proficiency: The correlation coefficient for teaching methods (including interactive designs such as group discussions and role-play) was 0.743 ($p<0.01$), one of the highest among the dimensions. This indicates that diverse and interactive teaching activities (e.g., situational simulations based on rural stories) directly create real-language use scenarios, significantly enhancing students' oral fluency and communicative competence.

Correlation Between Technical Support and Oral Proficiency: Technical support (video playback fluency, video and audio quality) correlated at 0.742 ($p<0.01$), highlighting that a stable technical environment is a critical foundation for learning effectiveness. Clear and smooth short video presentation reduces information reception barriers, allowing students to focus on language input and imitation, thus indirectly promoting oral proficiency.

Table 1: Correlation Analysis.

		Learning motivation	Teaching methods	Technical support	Autonomous learning	Short video content
Oral proficiency	Correlation	.730**	.743**	.742**	.738**	.717**
	N	.000	.000	.000	.000	.000
	Sig.	386	386	386	386	386

** Correlation is significant at the 0.01 level (2-tailed).

Correlation Between Autonomous Learning and Oral Proficiency: Autonomous learning behaviors (e.g., after-class practice using short videos, data retrieval) showed a correlation coefficient of 0.738 ($p<0.01$), reflecting that proactive learning outside the classroom complements in-class teaching. Activities such as video content retelling and pronunciation imitation strengthen language memory and expand expressive diversity.

Correlation Between Short Video Content and Oral Proficiency: The correlation coefficient for short video content (theme richness, cultural connotation display) was 0.717 ($p<0.01$), indicating that diverse rural story themes (e.g., folk culture, rural development) and vivid presentation forms provide abundant linguistic materials (e.g., professional vocabulary, situational expressions), directly supporting the accuracy and richness of oral output.

All five key elements showed significant positive correlations with oral proficiency (correlation coefficients >0.7), indicating that rural story-based short video teaching promotes oral proficiency through multiple pathways: content input, method design, motivation stimulation, autonomous practice, and technical support. This lays the foundation for the regression analysis of each element's impact and validates the rationality of the "multi-dimensional synergistic effect" hypothesis.

3.2. Impact of Key Elements of Rural Story-Based Short Video Teaching on Students' Oral Proficiency

Multiple linear regression analysis was used to further investigate the impact of the five dimensions on students' oral proficiency. Tables 2–4 show that the model fits well and that the influence of key elements varies significantly, as analyzed below:

3.2.1. Overall Model Effectiveness

Table 2 shows the model fit. The coefficient of determination (R^2) was 0.674, and the adjusted R^2 was

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0.670, indicating that the five dimensions collectively explain 67.4% of the variance in students' oral proficiency, reflecting a good model fit.

Table 2: Model Summary.

Model	R	R square	Adjusted R square	Std. error of the estimate
1	.821[a]	.674	.670	6.124

[a]Predictors: (Constant), short video content, teaching methods, learning motivation, autonomous learning, and technical support

Table 3 shows the significance test. The ANOVA result showed an F-value of 157.335 ($p<0.001$), reaching a very significant level, which confirms that the independent variables have a statistically significant impact on the dependent variable (oral proficiency), validating the model's overall effectiveness.

Table 3: ANOVA[a].

Model	Sum of squares	df	Mean square	F	Sig.
Regression	29498.496	5	5899.699	157.335	.000[b]
Residual	14249.123	380	37.498		
Total	43747.619	385			

[a]Dependent Variable: oral proficiency. b. Predictors: (Constant), short video content, teaching methods, learning motivation, autonomous learning, and technical support

3.2.2. Specific Impact of Each Dimension on Oral Proficiency

The regression coefficients in Table 4 indicate that, except for technical support, the other four dimensions have significant positive impacts on oral proficiency, ranked by standardized coefficients (β) from highest to lowest:

(1) Learning Motivation: Core Driving Role

The standardized coefficient is $\beta=0.270$ ($t=5.623$, $p<0.001$), making learning motivation the most significant factor among all variables. In terms of the influence mechanism, students' interest in rural story-based short video teaching and their intrinsic motivation to improve oral skills directly determine their learning initiative. When motivated by the uniqueness of rural culture—such as folk customs and rural development achievements—students actively engage in oral practice, imitate the language in the videos, and participate in interactive activities, which significantly enhances their oral fluency and accuracy.

(2) Short Video Content: Foundational Support Role

The standardized coefficient is $\beta=0.219$ ($t=4.332$, $p<0.001$), ranking second only to learning motivation in terms of impact. Regarding the influence mechanism, diverse rural story themes—such as traditional festivals and eco-agriculture—and vivid presentation forms like documentaries and short dramas provide abundant situational linguistic materials (e.g., "rural revitalization," "intangible cultural heritage handicrafts"). Exposure to such diverse content enables students to accumulate vocabulary and learn authentic expressions, directly enhancing the richness and cultural depth of their oral output.

(3) Teaching Methods: Situational Promotion Role

The standardized coefficient is $\beta=0.182$ ($t=2.918$, $p=0.004$), demonstrating a significant and stable impact. In terms of the influence mechanism, interactive teaching methods—such as group discussions on rural development and role-play of rural characters—create real-language use scenarios. Students are prompted to produce language spontaneously in cooperative and simulated contexts, which exercises their logical thinking and adaptability, thereby enhancing the fluency and appropriateness of their oral communication.

(4) Autonomous Learning: Extended Reinforcement Role

The standardized coefficient is $\beta=0.152$ ($t=2.406$, $p=0.017$), reaching a significant level. For the influence mechanism, after-class autonomous learning behaviors—such as retelling stories using short videos and researching rural culture—extend in-class teaching. Activities like practicing pronunciation and creating rural-themed dialogues consolidate classroom learning and expand language application scenarios, indirectly improving the accuracy and proficiency of oral expression.

(5) Technical Support: Non-Significant Support Role

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The standardized coefficient is β=0.098 (t=1.413, p=0.158), which does not reach statistical significance. Regarding possible reasons, although correlation analysis indicated a positive correlation, the non-significant regression result may stem from the sample's technical conditions—such as network fluency and video quality—meeting basic requirements, thus leaving no substantial differences. As a foundational condition, technical support may exert a stable impact after reaching a "threshold," highlighting the need for further research on how extreme technical conditions (e.g., frequent lagging) affect learning outcomes.

Table 4: Coefficients[a].

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	37.902	1.372		27.627	.000
learning motivation	2.940	.523	.270	5.623	.000
teaching methods	2.081	.713	.182	2.918	.004
technical support	1.088	.770	.098	1.413	.158
autonomous learning	1.714	.712	.152	2.406	.017
short video content	2.500	.577	.219	4.332	.000

[a]Dependent Variable: oral proficiency

The regression analysis reveals the differentiated impacts of each element in rural story-based short video teaching on oral proficiency: learning motivation is the core driver, directly determining student engagement; short video content provides foundational linguistic materials; teaching methods and autonomous learning serve as key promoters, enhancing learning effects through in-class situations and after-class practice, respectively; technical support's impact was not significant, possibly due to sample homogeneity in technical conditions. This result echoes the correlation analysis and clarifies the key path of "motivation-led, content-based, and method-autonomous learning collaborative" optimization, providing a precise direction for teaching improvements (e.g., prioritizing motivation stimulation and content design).

3.3. Discussion of Results

This study quantitively reveals the impact mechanism of rural story-based short video teaching on students' oral proficiency, discussing the role of each key element as follows:

3.3.1. Short Video Content: Core Carrier of Language Input

The significant positive correlation (r=0.717, p<0.01) and second-highest regression coefficient (β=0.219, p<0.001) indicate that rich rural story themes (e.g., folk culture, rural revitalization) and diverse presentation forms (documentaries, animations, interviews) provide situational linguistic materials. For example, in a short video about "rural intangible cultural heritage handicrafts," students acquire terms like "intangible cultural heritage" and "handicraft techniques," and imitate expressions for describing "challenges in traditional craft inheritance" by observing dialogues. This concrete language input directly improves the accuracy and cultural depth of students' oral output, aligning with Zhang's view that short videos empower local culture integration in teaching [1].

3.3.2. Teaching Methods: Catalyst for Situational Output

The high correlation (r=0.743, p<0.01) and regression coefficient (β=0.182, p=0.004) confirm that interactive methods like group discussions and role-play enhance oral fluency. For instance, in a discussion on "rural tourism development," students articulate views on "balancing ecological protection and economic development" in English, forcing them to organize language logic and adjust grammar in real-time. Role-playing rural characters (e.g., young entrepreneurs returning to their hometowns) improves adaptability in simulated communication, forming a "input-processing-output" loop that complements Zheng and Xie's "short video-supported autonomous listening and speaking model" [4] and highlights the reinforcing effect of classroom interaction on language use.

3.3.3. Learning Motivation: Intrinsic Driver for Sustained Engagement

As the most significant factor (β=0.270, p<0.001), learning motivation's correlation (r=0.730, p<0.01) shows that students motivated by rural stories' cultural connotations (e.g., regional characteristics, humanistic spirit) actively practice oral skills. Students interested in "rural food culture," for example, may imitate video narrations after class or independently seek English materials to expand their

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expressions. This intrinsic motivation transforms students from "passive receivers" to "active constructors," consistent with Sun's finding that short videos boost learning enthusiasm and emphasizing the core role of "interest-driven learning [5]."

3.3.4. Autonomous Learning: Effective Extension of Classroom Teaching

The strong positive correlation ($r=0.738$, $p<0.01$) and regression coefficient ($\beta=0.152$, $p=0.017$) demonstrate after-class learning's complementary role. Activities like imitating video pronunciation and creating rural dialogues transform classroom input into personalized output. For example, students may write English dialogues about festival customs after watching a "rural traditional festival" video, deepening language memory and expanding application scenarios. This echoes Yan's view that short videos promote autonomous learning, proving the synergy of "classroom guidance + after-class practice [3]."

3.3.5. Technical Support: Marginal Effect of Basic Guarantee

Despite the significant correlation ($r=0.742$, $p<0.01$), the non-significant regression coefficient ($\beta=0.098$, $p=0.158$) may result from the sample's technical environment meeting basic needs, with no significant differences. Technical support, as a "threshold condition," stabilizes after reaching adequacy, only significantly interfering with learning under extreme conditions (e.g., frequent lagging). This suggests technical support is a necessary but insufficient condition, requiring integration with content design and motivation stimulation to maximize effectiveness.

This study empirically validates a multi-dimensional impact model of "content input-motivation driving-method promotion-autonomous reinforcement-technical support," offering a new perspective on "culture-integrated language teaching": rural stories serve as both cultural carriers and high-quality linguistic resources, whose educational value is realized through interactive teaching and active learning. The findings echo international research on short videos improving EFL oral skills [10] and expand practical paths for integrating local culture into English teaching with Chinese rural cultural characteristics.

4. Conclusions

4.1. Research Conclusions

Through empirical analysis, this study systematically reveals the impact mechanism of integrating rural stories into short video-based teaching in college English audio-visual and speaking courses on students' oral proficiency, leading to the following core conclusions.

Correlation analysis shows that the five dimensions—short video content, teaching methods, learning motivation, autonomous learning, and technical support—all exhibit highly significant positive correlations ($p<0.01$) with students' oral proficiency, with correlation coefficients ranging from 0.717 to 0.743. Short video content, through diverse themes (e.g., rural folk customs, eco-agriculture) and vivid forms (documentaries, animations), provides situational linguistic materials that directly enhance the richness and accuracy of oral expression. Interactive teaching methods (group discussions, role-play) create real communicative scenarios, significantly improving oral fluency and logical expression. Learning motivation serves as an intrinsic driver, stimulating students' active participation and forming a beneficent cycle of "interest-engagement-improvement." Autonomous learning behaviors (after-class imitation, data retrieval) extend classroom learning, reinforcing language memory and application. Technical support ensures smooth learning experiences, reducing information reception barriers and indirectly supporting oral proficiency.

4.1.1. Learning Motivation as the Core Driver for Oral Proficiency Improvement

Regression analysis indicates that learning motivation has the most significant impact on oral proficiency ($\beta=0.270$, $p<0.001$). When students develop deep interest in rural stories' cultural connotations (e.g., regional characteristics, humanistic values), they internalize oral skill improvement as a personal need, proactively engaging in practice and exploring learning resources. This intrinsic motivation from content attractiveness is a key driving force for sustained oral proficiency development.

4.1.2. Synergistic Effects of Teaching Elements in Building an Ability Improvement Pathway

The dimensions operate through a collaborative mechanism of "content input-motivation driving-method promotion-autonomous reinforcement-technical support." Short video content acts as

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foundational support (β=0.219, p<0.001), providing dual carriers for language input and cultural cognition. Interactive teaching methods (β=0.182, p=0.004) and autonomous learning (β=0.152, p=0.017) form in-class and after-class linkages, deepening learning effects through instant output training and personalized practice. While technical support was significantly correlated, its regression impact was not significant due to sample technical conditions meeting baseline requirements, suggesting it functions as a "threshold condition" that requires integration with other elements for maximum efficacy.

4.1.3. Dual Value of Integrating Rural Stories into Teaching

This study validates the dual educational value of rural stories as both cultural carriers and linguistic materials. Culturally, rural-themed short videos enhance students' cultural confidence by fostering understanding of regional cultures, laying a cognitive foundation for intercultural communication. Linguistically, diverse situational content and interactive designs compensate for limitations in traditional oral training, forming an integrated path of "cultural understanding-language application-ability improvement."

4.2. Teaching Recommendations

Based on the research conclusions, the following targeted recommendations are proposed to deepen the application of rural story-based short videos in college English audio-visual and speaking teaching.

4.2.1. Optimizing Short Video Content: Creating Multi-Dimensional Linguistic and Cultural Carriers

Diversified and Timely Themes: Incorporate not only traditional rural culture (folk customs, intangible heritage) but also modern rural development topics (rural e-commerce, smart agriculture) to align with students' interest in cutting-edge issues. Integrate regional characteristics (e.g., ethnic rural stories for Northwest Minzu University) to enhance content relevance and cultural resonance.

Innovative Presentation Forms: Utilize VR/AR technologies to recreate rural scenes (farmwork, traditional markets) and employ diverse formats (animations, micro-documentaries) to enhance visual appeal. Design language difficulty levels to ensure accessible input for students of different proficiencies (e.g., basic-level focusing on daily dialogues, advanced-level including speculative expression).

Deep Cultural Connotation Mining: Embed linguistic point analyses (e.g., contextual applications of "rural revitalization" as "rural revitalization") and cultural background notes in videos to promote deep integration of language and culture.

4.2.2. Innovating Teaching Methods: Constructing Immersive Interactive Learning Scenarios

Situational Task Design: Design role-play tasks like "rural culture ambassador" or "rural entrepreneurship plan presentation" based on short video content, requiring students to complete simulated communication scenarios (negotiations, product promotions) in English to strengthen real-world language application.

Blended Interactive Models: Launch open topics (e.g., "My Rural Memories" English short video creation) on online learning platforms and organize offline rural story-themed English corners and impromptu speech competitions to form a closed-loop training of "input-processing-output."

Critical Thinking Guidance: Introduce controversial topics (e.g., "rural tourism development vs. cultural protection") in group discussions, guiding students to argue viewpoints using linguistic materials from videos to enhance logical expression and intercultural speculative expression.

4.2.3. Stimulating Learning Motivation: Shifting from "Passive Reception" to "Active Construction"

Personalized Contextual Linkage: Conduct pre-class surveys on students' hometown backgrounds to select or customize rural stories relevant to their lives (e.g., students from rural areas sharing hometown changes), enhancing content relevance and emotional identification.

Diversified Evaluation Incentives: Establish a "process evaluation + achievement display" system, incorporating classroom participation, after-class practice videos, and cultural research reports into assessments. Regularly hold "Rural Story English Shows" to reinforce learning satisfaction through peer recognition and teacher feedback.

Real Communicative Scenario Empowerment: Invite rural entrepreneurs and intangible heritage inheritors for online dialogues and organize students to interview local rural cases in English, linking language learning directly to real-world communicative needs and enhancing practical motivation.

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4.2.4. Cultivating Autonomous Learning: Strengthening After-Class Extension and Strategy Guidance

Explicit Learning Strategy Instruction: Offer "short video learning workshops" to teach students how to dissect video content using the "three-step method" (extensive listening for a theme), intensive listening for linguistic analysis, imitation for pronunciation practice), combined with tools like "rural culture vocabulary notebooks" and "situational dialogue script creation" to improve autonomous learning efficiency.

Task-Driven After-Class Activities: Assign "rural culture micro-investigation" tasks, requiring students to write research reports or create short videos in English, and encourage data collection from academic databases (e.g., CNKI rural research topics) and foreign language websites (e.g., The Guardian rural columns) to develop information retrieval and language integration abilities.

Learning Community Building: Form "rural story English learning groups" to share autonomous learning achievements (dubbing works, cultural notes) via WeChat groups and organize inter-group competitions, leveraging peer pressure and collaborative atmosphere to promote sustained autonomous learning.

4.2.5. Enhancing Technical Support: Ensuring Seamless Learning Experiences

Infrastructure Optimization: Universities should upgrade network bandwidth to ensure smooth multi-terminal (mobile, tablet, classroom large screen) playback of short videos and develop specialized teaching platforms integrating video resources, learning tasks, and interactive tools (real-time subtitle switching, oral assessment modules) for a one-stop learning environment.

Teacher Technical Empowerment: Provide training in video editing, subtitle production, and online platform operation to enable teachers to reprocess short videos (add bilingual subtitles, highlight vocabulary) according to teaching needs. Utilize AI oral assessment tools (e.g., iFLYTEK) to provide instant feedback, complementing manual evaluation limitations.

Technical Usage Guidance: Survey students' device usage habits to address compatibility issues (e.g., mobile adaptation) and establish technical support hotlines or forums to promptly resolve playback and download problems, minimizing technical barriers to learning experiences.

4.3. Research Limitations and Prospects

This study has limitations, such as a single-institution sample and a one-semester teaching experiment. Future research could expand the sample to cover diverse regions and majors, conduct long-term follow-up studies, and further explore the differentiated impacts of different rural story themes (e.g., red rural stories, technological rural stories) on oral proficiency, as well as the optimization of technical support in cross-platform learning (mobile terminals, VR devices).

In conclusion, rural story-based short video teaching provides an innovative path for "cultural immersion + ability cultivation" in college English audio-visual and speaking courses through multi-dimensional synergy. Its core lies in using content to motivate, interaction to promote output, and technology to guarantee experiences, ultimately achieving oral proficiency improvement and cultural confidence enhancement.

Acknowledgements

This work was financially supported by Research Project on Education and Teaching Reform of Northwest Minzu University：Telling Rural Stories Well: Reform and Innovative Practice of College English Audio Visual Speaking Short Video Teaching under the OBE Concept (Grant No. 2024YBJG-44).

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