

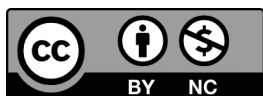
Inspiration for Chinese Students' English Language Learning: Rise of Virtual-Tubers

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Abstract: It is a reality that Chinese students lack an English context, but the Internet enables them to experience foreign daily life, exercise listening and speaking skills and foster cross-cultural understanding. Just like chasing idols, the youth of today love the Virtual Tubers because of their looks, voice, performances or personalities, etc. Furthermore, the rise of social media and digital platforms has opened up new avenues for English learning. Allowing Virtual Tubers in class may be helpful to solve the problems Chinese youth face today, including their inarticulate spoken English or lack of interest in English. This study is an attempt to propose the idea of inviting some Virtual Tubers to an English class, and I will discuss its feasibility by using some relevant theories.

Keywords: English learning; Virtual-Tuber; communicative context



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1 Introduction

The present study attempts to explore every possible aspect of teaching methods. During the English class, a teacher tries her best to provide a vivid language environment for students to attract their interest. However, those textbooks are always rigid and test-oriented. As a language, English is a vital bridge for connection and understanding among people. Since it is a powerful means for interaction, besides vocabulary and grammar, learners need to use English in a communicative context smoothly.

Language acquisition is inseparable from education, culture, and society. Most low and middle-income families can't afford the high cost of studying abroad. The government also can't engage at least one foreigner as a teacher for each school. So why don't we consider permitting Virtual Tubers to join in class activities?

Some people believe that by introducing a system of Virtual Tubers, students will perform better in English learning. On the contrary, others hold the view that those untrained Virtual Tubers lack teaching experience. There has been an ongoing debate about whether Virtual Tubers should be allowed in class. It must be admitted that the two opinions mentioned above, although quite opposite to each other, bear their respective soundness. A second thought, however, makes it clear that even though positive and negative points are inextricably interwoven for both, the merits of

permitting Virtual-Tubers into the educational system outweigh their defects.

First and foremost, some points need to be illustrated clearly.

(1) What is Virtual-Tuber?

(2) Why is Virtual-Tuber helpful for English teaching?

(3) How does it work?

(4) What needs to be noted and improved by letting the Virtual-Tuber teach in the class?

Thus, this dissertation includes five parts:

The first part will introduce the background and significance of this study. The second part tends to explain what a Virtual-Tuber is and why this way of knowledge acquisition is chosen by reviewing previous related research. Besides, the practice of this idea will be mentioned. The third part talks about several theories associated with the topic. The fourth part is the inspiration for Virtual-Tubers' booming. By analyzing and discussing the possible influence, advantages and disadvantages, I wish I could do a favor for China's young people. The fifth part draws the conclusion of the thesis: Hiring Virtual Tubers from target language countries can help China's students have a good command of grasping and using English.

2 Literature Review

With rapid progress in Internet culture, Virtual Tubers provide a sense of emotional identification and the pursuit of personality, which are attractive to teenagers. The perfect figures are created by Virtual Tubers to interact with fans. Mystery is one of the biggest selling points for them. Their true age, appearance, and other information are concealed. As a result, they are more likely to gain the interest of students. Compared with the Virtual Tubers in China, those foreigners from multinational companies always attract more Chinese audience. As a streamer, he has to attract and keep as many audience members as possible in his channel by interacting with them. Additionally, as a foreign streamer, during the interaction, he can not only help the audience to express themselves more fluently in English, but also enable them to get a deeper understanding of foreign culture, including food, festivals, religion and politics, etc. Therefore, students will receive a perfect environment to practice spoken English.

Speaking and listening complement each other. The combination of listening and speaking can help students gradually form an internalized target language system. According to the prior research, Chen Baiying, the associate professor of Zhejiang Shuren University, has pointed out that the purpose of English teaching is to cultivate students' skills in comprehending and expressing English information, and enrich their subject knowledge (Chen, 2012). Modern information technology, such as Virtual-Tubers, can create a flexible target language atmosphere for English learners.

By no means should we deny that attitude and motivation may bring durability and creativity to some extent. For another research, in the Chinese context, the teacher is regarded traditionally as knowledgeable and the source of learning by students. Commonly, learners have no idea why the English language is important to them, and their interest in English relies on their teacher (Yang, 2008). Those Virtual Tubers not only fit the popular aesthetics for their appearances, but also quickly capture the minds of the young generation by conveying their positive life attitudes and values.

Meanwhile, thanks to the upgraded equipment, even students in rural and remote areas can have the opportunity to see, be exposed to and explore the wider world. In terms of education development, frontier minority regions are the

new villages in comparison with Peking, Shanghai and Guangzhou. Education development appears as a fractal model all over the country. With the “Internet+” education development concept becoming increasingly interiorized, education informatization provides the possibility for the balanced development of education (Wang & Xu, 2019). Nowadays, English teaching can’t be separated from modern information technology totally. What we should do is to improve the teaching mode, and work out how to effectively play the function of mobile terminals in imparting knowledge and cultivating students in the “Internet+” information age.

In a review of the Virtual-Tubers, we can find that for the public, especially the young consumers, the Virtual-Tuber is so fresh and interesting that it attracts a huge amount of attention. According to statistics from Springer, Artificial intelligence (AI)-based virtual influencers are now frequently used by brands in various categories to engage customers, providing important implications for academia delving into the social, cultural, and philosophical implications of AI-based virtual influencers for human societies (Jin & Viswanathan, 2025). From this point of view, it can be speculated that the goals, focuses, and difficulties of English teaching may be taught to students through Virtual Tubers. Furthermore, we can establish an open atmosphere of “dialogue mechanism” in the classroom.

To sum up, this study aims to emphasize its point of view. That is, inviting foreign Virtual-Tubers in China’s traditional class is one of the right and effective paths forward in English pedagogy. Although the idea of combining foreign Virtual Tubers with Chinese class is a challenging innovation from now on, it can encourage Chinese students to increase English input and output in class. As a new profession, Virtual-Tuber is also known as “Virtual YouTubers” (Vtuber) because of their widespread presence on YouTube. It links both online platforms and physical industries, attracting the attention of many young people. To the audience, the Virtual-Tuber is a good performer and companion.

3 Theories Based

3.1 Input and Output

Input Hypothesis (the Monitor Model), the model consists of five separate but interconnected hypotheses — They are Acquisition-learning Hypothesis, Monitor Model, Natural Order Hypothesis, Comprehensible Input Hypothesis and Affective Filter Hypothesis — pertaining to second language learning. In applied linguist Stephen Krashen’s opinion, “acquisition” is different from “learning”, and the knowledge acquired by students in comprehensible input can increase L2 competence more effectively.

Although Input is important, output is also essential. The Output Hypothesis emphasizes the form-meaning connection, trying to draw learners’ attention to syntax and form.

In the process of language output, students will find the gap between the target language they speak or write and the meaning they want to express, so that they will notice the problems existing in their language learning. In other words, output can draw learners’ attention to the language problems they made in the process of expression, trigger them to think, and then solve these problems with the help of direct or indirect strategies. Such an attitude and action of discovering and solving problems consciously enable learners to pay attention to language forms. Undoubtedly, it will greatly promote their language ability.

Why foreign language teaching in our country still has many problems is that the relationship between input and output is not proportional, which is caused by the mode of only one-sided emphasis on receptive skills, but neglecting

output skills for a long time. Even from the elementary school education to the first year of college, non-English major students have been systematically learning English for twelve years, but how is their English? Can they catch and understand the English spoken by a foreigner? Are they able to express their ideas clearly and fluently in English?

In response to this phenomenon, several strategies are recommended by Yang Qingping: (1) elaborately arrange classroom teaching to help lay a solid language foundation for the students; (2) introduce various forms of oral practice in class to develop communicative competence; (3) enrich extracurricular speaking activities to supplement classroom teaching and practice (Yang, 2001).

When teaching English, it is necessary for us to provide an immersive English locale in the class, which can create more opportunities for students to take part in listening and speaking practice than studying in a traditional class. A second thought, thus, it is a problem about how to build an environment like that? For one thing, using English for the whole class will be a big challenge for the teachers in China. Besides, the topics of the dialogue between the teachers and students may be limited and strict. And most teachers agree that correctness weighs more than fluency. For another thing, not every school can afford to hire foreign teachers. So why don't we introduce the Virtual Tubers into the classroom? Except for YouTube and Bilibili, there are also some Virtual Tubers who are active on other platforms, such as Twitch, Twitcasting, Twitter Spaces and TikTok. During the class of this combined mode, there are both inputs and outputs, listening and speaking exercises. Both the input and output of the language need to be taken seriously. Students should value and grasp each opportunity for output, attach importance to interaction and feedback, input and output at the same time, build a more reasonable intermediary language system, and constantly improve their target language level.

3.2 Fossilization

The phenomenon of fossilization is an inevitable situation in foreign language teaching, which refers to the status that the learning ability and level of the L2 learners in a language other than their mother tongue learning remains unchanged, or even regresses after a period of time.

The amount of language input is always one of the factors affecting the efficiency of second language acquisition. Second language learners all have a remarkable characteristic, that is, only when the second language instructors speak slowly and the amount of language input is small, can the second language learners have simple communication. However, once the second language instructors speak a large amount of language at one time or at a fast speed, the learner will not be able to keep pace with the instructors' thinking, and it is difficult to understand the whole sentence. At this time, the learner can only grasp the part of the whole sentence with grammatical form characteristics to understand, and in the future, the habit of rigid memory will be formed. This is also the direct cause of fossilization of interlanguage.

Nowadays, thousands upon thousands of students are suffering from fossilization. And a unique locale may be helpful. Surrounded by English speakers, can we students be imperceptibly influenced by what we constantly hear?

In the process of learning grammar and vocabulary, second language learners often understand the surface meaning merely, but do not analyze the extended meaning of them. As a result, some learners use inappropriate grammar and words in specific circumstances.

So how can we overcome the fossilization?

First, we should improve the quality and quantity of the target language input and reduce the interference of the mother tongue. Only when the learner has enough and valid language input can they construct their own language

system of the target language. Virtual Tubers from the target language country can do that easily because they can provide us with an immersive foreign language environment. Students can make up for their deficiencies in conversations, learn more authentic expressions, and master the English mode of thinking.

Second, we should create conditions and grasp opportunities to increase the target language output. The output helps students to better internalize and consolidate the learned knowledge. Although students are having an English class, the Virtual-Tuber is not the same as a teacher; they will be relatively relaxed and free when communicating with the Virtual-Tuber. And this is not a class in the traditional sense; the topic can be relatively open, involving different areas of knowledge. Only the students who are willing to speak can output and improve as much as possible.

Third, we need to stimulate students' motivation (internal and external) to learn and mobilize students' enthusiasm for learning. When doing one thing, if we are interested in it, we can do it better, because interest is our teacher.

To sum up, we need an immersive English locale to study English in class. If we take time, money and energy into account, choosing the foreign Virtual Tubers can be a great and wise option.

3.3 Attitude and Motivation

The attitude towards learning a second language is important. Research has revealed that the interest in learning determines education, while education can reflect whether students are interested in it or not. The relation between interest and English learning is similar to that between appetite and hunger. People will decide whether to be hungry and then eat something or not, firstly and mainly depending on their attitude toward the food. Therefore, the important role played by interest in attitude and motivation has been widely recognized.

Interest is a key factor in English learning. When you are interested in a topic or subject, it will be much easier to learn and retain information. This is especially true when it comes to learning a new language like English. Finding ways to make English interesting can greatly enhance your learning experience and help you achieve your language goals.

One way to make English more interesting is to find topics that you are passionate about. If you enjoy sports, try reading articles or watching videos about your favorite teams or players in English. If you love cooking, look up recipes in English and try to follow along with the instructions. When you are interested in the content, you will be more motivated to learn the language used to communicate it. Another way to make English more interesting is to use technology to your advantage. There are countless apps, websites, and online resources available to help you learn English in a fun and engaging way.

It is important to remember that learning English is a process that takes time and effort. It is normal to feel frustrated or discouraged at times, but by staying interested and engaged in the language, you can overcome these challenges and continue to make progress. Whether you are studying English for work, travel, or personal enrichment, finding ways to make the language more interesting can help you achieve your goals and become a more confident and fluent English speaker.

The Virtual-Tuber, as a new key to website generation, is fascinating to so many young people. According to the relevant data, the age of Virtual-Tuber's passionate lovers is mainly Generation Z, who are in the age of learning at school.

The story-based teaching method is a unique teaching method invented by Professor William Smith, a new Chinese national and a famous English educator, specifically for developing Chinese students' English listening and speaking

skills, and is also one of the more common teaching methods in English teaching today. The principle is “teaching for fun” and “correct input goes before correct output”, and the specific implementation steps are divided into four parts: preparing the story, telling the story, retelling the story and discussing the story. It is generally believed that the story-based teaching method is a proven teaching tool in elementary school English teaching. Compared with real-life anchors, Virtual Tubers never tell their true identity to the audience, but elaborately design an appearance for themselves, which is the so-called “皮套”. Virtual Tubers use online social media and live streaming platforms to show their life-like characters and stories. The unique setting and storyline are a powerful weapon for catching those youths’ attention. Therefore, according to the interest, the effect of using Virtual Tubers in the classroom will be very good and remarkable.

3.4 Communicative Language Teaching

What is communicative language teaching? From the perspective of linguistics, we will find: (1) language as communication; (2) communicative competence; (3) Halliday’s functional account of language use (rich & eclectic theoretical base). At the same time, from the perspective of psychology, we will find: (1) communication principle—Activities that involve real communication promote learning; (2) task principle—Activities in which language is used for carrying out meaningful tasks promote learning; (3) meaningfulness principle—Language that is meaningful to the learner supports the learning process; (4) Learning activities are consequently selected according to how well they engage the learner in meaningful and authentic language use (rather than merely mechanical practice of language patterns); (5) skill-learning model of learning—emphasis on practice as a way of developing communicative skills.

How to use the communicative teaching method in foreign language teaching is the key content of the research. According to Hu Xiaoyi and Hu Haijian’s paper, the main trend of the future development of the interdisciplinary approach is to construct an interdisciplinary teaching path characterized by context and activities (Hu, X. Y. & Hu, H. J., 2019). What’s more, “Knowing” and “doing” are the two aspects of foreign language learning, which are inseparable parts. The paper of Sun Ming argues that in teaching English as a foreign language, we should follow a cognitive way of moving from “knowing” to “doing”, and then combining the two effectively (Sun, 2007). This shows that he has a positive and supportive attitude towards the communicative teaching method.

Communication means a bilateral activity; in other words, participants not only listen to others but also express their own opinions. Similarly, to complete a task, students might need to collect messages from reference books and their classmates actively. A student usually plays the role of communicator in communicative language teaching. In communicative language teaching, the language used can reflect the situations he/she is facing and must be appropriately dealt with depending on the types of content, the roles of the participants, and the purpose of the communication, for example. Thus, learners may need to be able to use formal as well as casual styles of speaking. Learners need to be able to create and understand messages, that is, real meanings. Hence, the focus is on information sharing and information transfer in communicative language teaching activities. Communicative language teaching activities seek to engage learners in the use of cognitive and other processes that are important factors in second language acquisition. Learners are encouraged to make guesses and learn from their errors. By going beyond what they have been taught, they are encouraged to employ a variety of communication strategies. Communicative language teaching encourages the use of “holistic practice” involving the simultaneous use of a variety of subskills, rather than practicing individual skills one piece at a time.

3.5 Sociolinguistics

The emergence of sociolinguistics is not accidental. And the rise of sociolinguistics has greatly promoted foreign language teaching.

We see it in the constant appearance of slang and jargon, in the historical change in languages, in the divergence of dialects and the formation of new languages. So language is not so much a creator or shaper of human nature, so much as a window on. It is the cognitive machinery that can be used to conceptualize the world and the relationship types that govern human interaction. Let's take the movie "Fargo" as an example. The scene in which the kidnapper is pulled over by a police officer, is asked to show his driver's license and hold his wallet out with a 50-dollar bill extending at a slight angle out of the wallet. And he says, "I was just thinking that maybe we could take care of it here in Fargo", which everyone, including the audience, interprets as a veiled bribe. This kind of indirect speech is rampant in language. For example, in polite requests, if someone says, "If you could pass the guacamole, that would be awesome", we know exactly what he means, even though that's a rather bizarre concept being expressed.

First of all, language and culture needs are closely connected. Culture is the language form of people's life, thoughts and feelings. So, culture is a specific language. At the same time, language is also the shadow of culture, which can be used to describe culture. In fact, it is not difficult for us to know the superficial meaning of words, but it is not easy for us to understand them at a deeper level. Sometimes the same word will have different meanings in different countries. For example, the word "dog" has a completely different meaning between Western countries and China. Another example is the difference between some major festivals. In China, people attach great importance to the Spring Festival and regard it as the beginning of the New Year. But it is different in Western countries, their important festival is Christmas, which is the beginning of the year in their opinion. Therefore, culture is the foundation of language; only when we really understand the culture will it be easier to complete the language learning.

Language is diverse because its cultural base is various, complicated and intertwined. Meanwhile, multiculturalism is the main theme of the times. For one thing, each culture is the quintessential conclusion of its people's knowledge. It has gone through the morning mist of unintelligence, and it is the voice of a certain group of people, desperate to tell their stories. For another thing, multiculturalism is necessary to give impetus to economic cooperation and cultural interactions. This is because the spark of the collision of different cultures is a golden opportunity to stimulate the literary creation. Most importantly, each culture has its own unique aesthetic values. It is more of a window into the lives of local people. It not only manifests the art of folk people, but also the beliefs of ordinary people.

Language is a tool of communication. The main purpose of human communication is to express emotions and convey information. When we can fluently and correctly use the target language to express emotions and convey information, we can be called a qualified language learner. Language itself is diverse. Some people have concluded that there are three reasons for changing the way of language: purpose, mode and subject. Therefore, it requires us to choose the right expression to show our purpose. And we can learn the details of real European and American life through these Virtual Tubers, such as food, accommodation, transportation, common animals, online culture, etc. The best way for us to learn English is when we combine language with culture.

Language as a social phenomenon, the development of language is accompanied by the transformation of the social context. Therefore, in the process of teaching English, the social context should not be discarded, and it is not enough to pay attention to the teaching of the original rules, but to closely integrate language and social context, and only in this way can the purpose of improving students' English be achieved. From the perspective of sociolinguistics, English

teachers should teach the language itself, relate it to social factors, appreciate the charm of sociolinguistics, and find a way of teaching that meets the needs of the times and is suitable for students' physical and mental growth. All in all, language emerges from society and is updated as its society evolves. Therefore, when we learn language, we are not only learning the language itself, but also the social structure, politics and culture behind it. However, the knowledge we learn from books lacks real-time reports most of the time. Students may be more receptive to getting the latest news by interacting with a real foreigner rather than by forcing them to read a piece of a foreign-language newspaper every day.

4 Analysis of the Inspiration with Virtual-Tubers' Rising

4.1 Background

The past few years have witnessed, among the people of the Chinese educational circle (especially the school authorities and the professional teachers), a great interest in implementing the all-round education, which has enjoyed incredible popularity across China. Today's youths are under great pressure from studies and tests. Compared with their writing skills, most of China's students perform worse on listening, speaking and foreign language culture. Given the present situation in China, whose L1 is the main language spoken in the wider community, more than half of the students have to learn English in a traditional classroom. Classroom learning in school settings is typically limited in exposure, causing their mouth to be closed.

Besides, online learning has been on the rise in recent years. And it is really not hard to see why. On the one hand, e-Learning courses have become hugely popular by the simple virtue of being so much more convenient than traditional face-to-face courses. Students can fit them around their existing responsibilities and commitments, and can engage with multimedia content and learning materials at whatever time is most convenient to them. Even better: they don't have to travel anywhere to study; they can simply log in to the virtual campus from the comfort of their own home or office. There is a second reason why online learning has become so popular: it is cheaper. Cost can often be a prohibitive factor in why individual students don't enroll in courses they're interested in. Online courses are easily accessible on much smaller budgets. IBM has found that participants learn five times more material in online learning courses using multimedia content than in traditional face-to-face courses. Because online courses give students full control over their own learning, students are able to work at their own speed. Generally, students work faster than they would do otherwise and take in more information. They are able to move faster through areas of the course they feel comfortable with, but slower through those that they need a little more time on. Many offline courses struggle to retain students throughout the length of the course. The Research Institute of America has found that this is not the case with e-Learning. Rather, online courses have increased students' retention rates from 25% to 60%. It has been suggested that more engaging multimedia content, more control over how they take in the material and less likelihood of classes clashing with other commitments all contribute to this rise.

When people learn a foreign language, the four skills (listening, speaking, reading and writing) are equally important. First of all, the four aspects are altogether integrated in a circular system in which each element works collaboratively and then benefits from the others. That means that the improvement of one part may exert a direct or indirect positive influence to the rest of parts in the system, for example, the improvement of reading ability which caused from increased reading of material in its target language, novels, magazines, etc., will directly broaden the

learner's vocabularies and as a result, the speaking and writing ability would be promoted. Therefore, the four aspects of language skill should have been treated as equally important, especially for some green hands in foreign language learning, if there are only one or two skills are trained, and the other two parts are neglected, then such twisted products like Chinglish will be produced that it only values the grammar and vocabulary in written English not the capacity of speaking, by which it has simply regarded English as a subject in exams not a language for communications.

To sum up, traditional exam-oriented education is not desirable, which evaluates students mainly based on their exam results and aims to improve students' academic knowledge and grades. The teaching syllabus has to be balanced, that is, to strengthen students' listening and speaking training. Recently, the booming of Virtual-Tuber, a brand-new concept in modern society, has aroused great concern among young people.

4.2 Introduction to Virtual-Tuber

Virtual-Tuber, a new profession, is known as "Virtual YouTubers" (Vtuber) because of their widespread presence on YouTube. And it is one of the most powerful technologies invented by humankind. This technology has affected almost every industry, including finance, fiction and art, maybe education in addition. The number of active social media users increases significantly every day. There are over 2.77 billion active social media users around the world, and this number is expected to grow further. There are many popular social media platforms available to users. Facebook, YouTube, and Instagram are among the most popular and profitable. It links both online platforms and physical industries, attracting the attention of many young people. It's even possible to launch our own communities through white-label social network builders like Ning. The number of social networks is growing with a wide range of specializations, from developer-focused platforms to online spaces for us. To the audience, the Virtual-Tuber is a good performer and companion.

The Virtual-Tuber is already playing a vital part in social media marketing campaigns and online shopping activities. We can see chatbots used in various messenger services provided by social media platforms and online shopping sites. For example, China's e-commerce giant Taobao has implemented chatbots for times when customer service representatives are not available.

Compared with real-life anchors, Virtual Tubers never tell their true identity to the audience, but elaborately design an appearance for themselves, which is the so-called "皮套". It is the "皮套" that will be shown in public. Privately, the dubbing, action and performance are provided by the real-life anchor himself, who is known as "中の人".

Virtual Tubers use online social media and live streaming platforms to show their life-like characters and stories. Although viewers may not fully believe in this setting and storyline, they must actively maintain them when watching streaming and participating in the interactions. This narrows the psychological distance between the anchor and the audience.

There are several reasons for the rapid growth of Virtual Tubers:

(1) In the longer term, Virtual Tubers cost less than live streamers. Virtual idols are generated by computers, and these digital avatars are controlled by anonymous human performers wearing motion-capture gear. (2) 2021 can be called the first year of the metaverse, which means a universe that transcends the real universe. So, it provides an opportunity for the development of virtual humans. Virtual Tubers are naturally given more value and attention as well. (3) The cost of training real-life idols is increased year by year, while the probability of ruining their public persona is also increased. And what matters most is that the government is truly serious about public figures' characters. Several

Chinese stars have been caught up in scandals recently. As a result, it is difficult for the capital to continue to invest in these real-life artists on a large scale. After all, high costs and high risks exist at the same time. Whether it is for marketing or entertainment, hiring a real-life celebrity is expensive and carries risks. In contrast, young people are more willing to accept Virtual Tubers who are always young and beautiful, have a low risk of being banned, and cost less. (4) The younger generation has gradually become the majority of consumers in the virtual anchor market. They are more easily able to explore and accept the new things so that they can adapt to the Virtual Tubers without difficulty. (5) Internet giants such as NetEase, Bilibili, and ByteDance have invested a lot of money in the virtual digital industry. With the help of capital, the industries related to “virtual humans” will get their new development and reach new heights.

4.3 Virtual-Tuber and Education

In the seventh decade of the last century, Canadian linguist Swain conducted an experiment on the immersion program. Finally, he found that the reading and listening skills of these native English speakers were obviously better than those of non-immersion students. They can even reach the level of native French speakers. Through this research, it is not difficult for us to understand the importance of context in language learning.

In an era where the Internet is developing so rapidly, the Virtual Tubers appropriately seize the opportunity and are active on all kinds of platforms. Low cost, easy contact, good performance, and low risk are the advantages of them.

What this assumption needs are foreign Virtual Tubers, the designated serving team, and at least one audiovisual room.

To Virtual Tubers, they need to pass a series of assessments, then sign the contract, and attend the corresponding training. The following issues are not allowed: Making false statements and remarks during streams; Discrepancies between information given to management by he/she and his/her acts; Insensitive jokes that cannot be tolerated as a Virtual Tubers for students, and so on. If a Virtual-Tuber occurs in the situations above, he/she will be warned and temporarily suspended from all streaming.

To the designated serving team, it needs staff, such as Web-service engineers who are familiar with the platform and can fix the bugs at any time, regulators, publicists and so on.

The audiovisual room needs a sufficient number of computer devices that could interact with the Virtual Tubers for students. In addition, it would be better if the whole room could be divided into some small areas, ensuring that each student occupies a relatively independent environment. Because in a relaxed environment, students will be more willing to express themselves.

As a preliminary stage of this creative concept, it also leaves a lot of deficiencies to be improved.

First of all, it takes time to assemble a qualified team. As a beginning point of innovation, there isn't much experience to be used for reference. Therefore, for the team building, it is necessary for us to continue to explore and improve in the near future. Most of the parents think that the teachers are more professional than the Virtual Tubers in the field of teaching. They believe that it is the teacher who can teach students to judge what is right and wrong so that they can behave well. The highly trained teachers can better exert their authority over students in terms of moral lessons. As compared with the Virtual-Tuber, students usually spend more time with their teachers in school than they do with the Virtual-Tuber, and they always tend to admire their teachers as role models for the noble role that teachers play — to educate and spread knowledge. Consequently, the moral lessons and instructions they give tend to have better effects on students. Besides, teachers usually have a more decent set of values than ordinary Virtual Tubers. The reason for this

is that the qualification for being a teacher entails being better educated. They need to at least acquire an undergraduate degree before they become teachers, at least so in China. Normally speaking, what is universally acknowledged is that those who are better equipped with knowledge are often those who are better cultivated and morally upright. In that sense, putting ourselves in the parents' shoes, teachers can play a more important role in helping their students morally.

Secondly, classroom discipline is an issue to be considered. If most of the students are greatly interested in a topic and want to actively participate in the discussion, it will cause the scene to be chaotic. Likewise, if most of the students are not interested in a topic at all, so that they won't want to participate in the activity, it will cause the scene to be in a deathly silence. The occurrence of the above situations indicates the failure of this lesson. We need to come up with a solution to effectively regulate the atmosphere of the lessons, such as having an assistant teacher in the classroom who can act as a supervisor and controller, so that the process of communicating with the Virtual Tubers is neither too noisy nor too cold.

The prerequisite for studying a language in order to learn it well is to maintain a high level of passion and confidence in our own culture. With profound analysis, against the backdrop of globalization, many people deem that cultural diversity should be the right choice for the promising future yet to come and deem multiculturalism as something monstrous and demon-like, but that is not the case at all. It is not right to fully assert that cultural diversity represents the best choice in the future. The recent years have witnessed the increasing popularity of and debate over Christmas, a festival of foreign origin. Juveniles have a fondness for Christmas, regarding it as an outlet for their pressure and fashion, whereas patriots expressed that Christmas should be banned, and youth should be alert to how Christmas could hamper our traditional Chinese culture. As far as I'm concerned, Christmas represents a hazard to traditional Chinese culture, and it is pernicious for young people. There is no denying the fact that Christmas can entertain young people and bring them joy, or even make them fashionable. However, it must be pointed out that those who hold this view are not opening their eyes and looking at the bigger picture. There are so many things we need to mull here than the mere indulgence of youngsters. For one thing, Christmas is actually a cultural "artefact" that developed countries such as America export. Lots of people refuse to connect Christmas with cultural invasion. But the cruel truth is, the foreign festivals Chinese people celebrate, such as Easter, Christmas, Thanksgiving and so forth, are all products of developed countries. After all, no one ever recalls that Chinese people would ever celebrate an African festival. The truth is that they don't even know such festivals. For another thing, Christmas is too much of a mental addiction for juveniles who don't even know much about their own culture. It is highly likely that they will easily accept it without judgment. To sum up, those foreign cultures have undermined the position of traditional Chinese culture. Unfortunately, this trend will continue to rise in the near future with globalization marching forward. This may not be a smooth journey, but we need to stand up and face the storm anyway.

Last but not least, there are also some limitations and requirements for students if the Virtual Tubers are invited to classroom instruction. They need to have a certain foundation, otherwise they can't understand the content of the conversation throughout the lessons, which will not only make the class inefficient, but also has the risk of hitting students' self-confidence and enthusiasm.

5 Conclusion

To sum up, this dissertation aims at solving the problem that China's students can't speak English well in daily

life. Language is not created for exercises or exams, but for communication. Hiring Virtual Tubers from target language countries, the new idea for education can truly help students have a good command of grasping and using English. Under this guidance, students may achieve greater excellence in English language learning, as well as have a deeper understanding and greater confidence in their own culture. Furthermore, due to the great power of today's young people in China, the great ship of socialism with Chinese characteristics can catch the wind, cut through the waves, and sail steadily into the future.

A good-looking and perfect performance is favorable for Virtual Tubers to grab students' attention. This is an advantage, but also a disadvantage. If they are no longer able to satisfy fans except for their exquisite appearance, that's the signal to disappear. So, it is the kindness and right values of worth and philosophy on life that make students feel comfortable, keep paying attention and tend to talk with them like friends.

At the end of the dissertation, it must be admitted that this idea still remains at the basic stage. More research should be conducted to refine it. Further research is needed to ascertain whether the disadvantages above can be solved. But in general, in the process of writing this dissertation, I learned a lot of things, and also accumulated a lot of experience, which further enriched the body of knowledge related to the topic. However, due to limitations in the scope and depth of this study, there may be some improper expressions or arguments in the contents. It will be appreciated if readers who identify any faults can propose their valuable criticism and suggestions to me. Hoping that this research is helpful for China's education. And the content above all is what I want to illustrate.

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