

Research on the Application and Strategies of Short Video Resources in the Second Language Acquisition of Undergraduate English Students

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Abstract: With the development of new Internet media, short videos have profoundly affected the study and life of college students, and their application value in the field of education has gradually become prominent. This study is supported by constructivist learning theory and second language acquisition theory, and uses a questionnaire survey method to explore the application and innovative application strategies of short video resources in the second language acquisition process of undergraduate English majors. This study clarifies the positive effect of short video resources on the independent learning ability of English college students, and analyzes the problems existing in the current application of short video resources such as resource selection, fragmentation, and addiction risks. Based on this, this study proposes innovative application strategies, namely resource screening, task driving, and addiction prevention. This study enriches the theoretical practice of integrating short video resources with second language acquisition, promotes short video resources to better serve the second language acquisition of English major students, and also provides suggestions for teachers to apply short video resources.

Keywords: Short Video Resources, Second Language Acquisition, Constructivist Learning Theory, Application Strategies.

1. Introduction

Nowadays, driven by the rapid development of the Internet and digitization, short video platforms represented by Douyin, Xiaohongshu, and Bilibili have rapidly emerged. With their short duration, rich and interesting content, intuitive presentation, real-time interaction, and easy dissemination, they have penetrated into all areas of social life. As a medium for disseminating information, short videos can cleverly integrate information elements such as voice, pictures, and text to design specific situations, thereby changing the form of knowledge dissemination. According to relevant data, the growth of global short video users is mainly concentrated in young groups such as teenagers and young adults. In some countries, teenagers account for more than 90% of users. It can be seen that short videos are profoundly affecting students' learning and life and gradually penetrating into the field of education.

As a core issue of language education in the field of education, second language acquisition is of profound significance to undergraduate English majors (referred to as "English majors"). As future English practitioners, English college students have relatively high requirements for various abilities. They are not only required to master reading and writing skills, but also have solid language application abilities in listening and speaking. This is directly related to their future career development in fields such as translation, education, and cross-border trade. However, the traditional second language acquisition model is mostly characterized by teachers teaching knowledge and students passively learning, and there is a lack of corresponding language situations, which leads to the problem of students' lack of initiative in second language acquisition. In this context, the rise of short video platforms fits the specialized and diversified second language acquisition needs of English college students. Short video resources carry a large amount of real language

materials and dialogue scenarios from various countries, providing them with unprecedented resources and opportunities [1]. While providing language resources, they can stimulate English students' interest in learning and enhance their initiative in second language acquisition.

Preliminary research has been conducted at home and abroad on the integration of media resources and second language acquisition, and a series of theories and research results have been formed. Foreign research started earlier and has a solid theoretical foundation. Krashen S. proposed the "Comprehensible Input Hypothesis", which clarified that the key to second language acquisition is to provide learners with comprehensible corpus that is slightly higher than the current level, providing core theoretical support for the rationality of short videos as a second language input carrier [2]. In addition, Swain The "Comprehensible Output Hypothesis" proposed by M. emphasizes the key role of language output in second language acquisition, which directly corresponds to the design of interactive output tasks for some short video resources, thereby promoting learners' second language acquisition [3]. At the level of constructivist learning theory, Vygotsky L S. proposed sociocultural theory, emphasizing that learning is a process in which learners actively construct meaning in situational interactions, which provides a theoretical basis for short videos to create real language situations and stimulate active learning [4]. When teachers choose short videos to assist teaching, they should use real corpus that matches the needs of learners, that is, "content-based teaching" [5]. This can better stimulate learning interest, thereby promoting learners to actively input knowledge during the second language acquisition process, turning passivity into initiative.

Domestic related research has shown a gradual growth trend in recent years, and scholars have conducted multi-dimensional exploration and research around short videos and English teaching. In terms of practical research, Chen Ting

focused on higher vocational students and explored the application strategies of new media short videos in English teaching in higher vocational schools [6]. Wang Zhihong and Kong Fanqiang used middle school students as research subjects and analyzed the application strategies of short video platforms in junior middle school English listening and speaking [7]. In terms of specific research content, existing research generally believes that short videos can stimulate students' interest in learning and improve their independent learning abilities. Among them, Ren Doudou has confirmed through empirical research that short video materials can improve college students' independent learning abilities and English speaking proficiency; at the same time, existing research also focuses on the application of short video resources by teachers during teaching, with Yan Xuemin focusing on the application in college English teaching, and Zhang Chunmei and Hou Hongge focusing on the opportunities and challenges of short video application in college English teaching [8-10]. In general, domestic research has generally recognized the positive value of short video resources in second language acquisition.

Although existing research has begun to focus on the application of short video resources in second language acquisition, there are still the following research gaps: First, from the perspective of research objects, most of the research focuses on middle and high school students, non-English major college students and even higher vocational students. There is a lack of systematic research on the specific group of undergraduate English majors. The second language acquisition of English college students is unique in its strong professionalism, high goal requirements, and high application ability requirements, and is significantly different from other English learners. Second, from a theoretical perspective, although some studies involve English college students, the theoretical support of the research is not solid enough, and it is difficult to formulate a targeted and scientific plan for the application of short video resources in second language acquisition.

Based on the above background, this study uses constructivist learning theory and second language acquisition theory as the core theoretical support, focuses on undergraduate English major students, and uses questionnaire methods and other methods to systematically explore the application status of short video resources in the second language acquisition of undergraduate English major students and the application of short videos by teachers in teaching and attitude. At the same time, in view of the problems such as blind screening and addiction risks when using short video resources, an innovative application strategy with both theoretical depth and practical value is proposed to guide English college students to rationally use short video resources for independent learning, improve the second language acquisition effect, and maximize the educational value of short video resources.

2. Materials and Methods

2.1. Research Objects

This study adopted the convenience sampling method and selected 110 undergraduate English students (42 boys and 68 girls) from three universities at different levels as the survey subjects, covering four grades from freshman to senior to reflect differences in learning stages. Among them, 24 were freshman (21.8%), 29 were sophomores (26.4%), 31 were

juniors (28.9%), and 26 were seniors (23.6%). At the same time, 20 teachers (7 males and 13 females) from the three English majors were selected as the survey subjects, covering teachers of different courses such as translation, writing, audio-visual, listening, and culture.

2.2. Research Methods and Research Tools

This study mainly adopts the questionnaire survey method and uses the online questionnaire platform "Questionnaire Star" as a research tool. Based on the research purpose, two questionnaires are designed, namely "Questionnaire on the Learning Application of Short Video Resources for Undergraduate English College Students" and "Questionnaire on the Teaching Application of Short Video Resources for English Major Teachers". Each questionnaire contains 15 questions. The questionnaire was scored on a five-point Likert scale (1=not at all consistent/never, 5=completely consistent/always), and an open-ended question was set to collect specific suggestions from students and teachers on the application of short video resources in the process of second language acquisition.

2.2.1. Student Questionnaire

It contains four parts: 1. Basic information (grade, gender, etc.). 2. Short video resource usage (frequency of use, platform selection, content preference type, usage scenarios). 3. Perception of the learning effects of applying short video resources (stimulation of learning interest, improvement of language sense, utilization of fragmented time, accumulation of vocabulary and sentence patterns, etc.). 4. Opinions and suggestions on short videos (short video resource selection, interference from other types of short videos, opinions on classroom use, risks of addiction, other suggestions, etc.).

2.2.2. Teacher Questionnaire

It contains three parts: 1. Basic information (teaching experience, gender, teaching courses, etc.). 2. Current status of application of short video resources in teaching (frequency of use, selection of integration into classroom links, short video selection criteria). 3. Cognition, attitudes and suggestions towards short video resources (recognition of the teaching value of short video resources, dilemmas in resource selection and application, other suggestions, etc.).

In order to ensure the reliability and validity of the questionnaire, a pre-survey was conducted within two weeks before the official distribution of the questionnaire, and 30 English college students and 4 teachers were selected to participate in the survey. Similar or ambiguous questions were corrected based on the completion of the returned questionnaire and the feedback results to ensure the validity of the questionnaire content.

2.3. Data Collection and Analysis

2.3.1. Data Collection

110 student questionnaires and 20 teacher questionnaires were distributed online through the "Questionnaire Star" platform. The survey lasted for one week. After one week, the collected questionnaires were screened for validity, and questionnaires with inconsistent or incomplete answers were deleted. Finally, a total of 104 valid student questionnaires and 18 valid teacher questionnaires were recovered. The effective recovery rates were 94.5% and 90% respectively.

2.3.2. Data Analysis

This study conducts descriptive statistical analysis of the data to understand the current application status of short video

resources for different grade students and different teachers, and compares the differences between different groups. At the same time, content analysis is conducted on the answers to open questions to refine core ideas.

Data shows that 89.5% of students have experience using short videos to learn English, of which 67.3% use them 3 times a week or more, and 28.8% use them 6 times a week or more. Short videos have become a daily learning tool for English college students; the main scenarios for using short videos are after-class review and fragmented time learning (76.9%). In terms of content preference types, the top three are authentic spoken expressions (72.3%), Western cultural customs (65.6%), and vocabulary or grammar explanations (57.5%). It can be seen that English college students prefer practical language materials when using short video resources. The highest proportion of short video acquisition channels is Douyin (76.4%), followed by short video platforms such as Bilibili (48.9%) or Xiaohongshu (37.6%). Although most students (82.6%) agreed that short videos can stimulate interest in learning, 68.1% of students still said that their ability to filter resources was insufficient, 32.8% of students reported the objective existence of the risk of addiction, and 42.2% of students believed that the knowledge acquired was fragmented and difficult to form a system.

Teacher questionnaire data shows that 94.4% of teachers said they have used short video resources in teaching, of which 55.6% used it 3 times or more per month, and 27.8% used it 1-2 times per month. This shows that the frequency of short video application is gradually becoming normalized; short videos are mainly used for pre-class introduction (70.6%) and classroom knowledge supplement (64.7%). Secondly, in terms of short video selection criteria, teachers regard conformity to teaching objectives (88.2%) and language standardization (76.5%) as the primary criteria, followed by interesting content (58.9%) and professional adaptability (47.1%). At the same time, 82.4% of teachers said that short videos can indeed stimulate students' interest in learning and improve classroom learning efficiency. This shows that teachers pay attention to the knowledge value and classroom attraction brought by short video resources when preparing lessons. However, most teachers (94.1%) believe that short video screening is difficult and the screening process usually consumes more time and energy.

3. Results and Discussion

3.1. Application Effects and Problems

The overall perception of the learning effect of short video resources by English college students is positive, and short videos have a relatively high coverage rate in English college teaching and have positive teaching value. It can be seen that short videos are widely used in the second language acquisition process of English college students, and have now become an important carrier of learning for English college students; short videos can cultivate learning interest, learning initiative, and language sense. The promotion effect of language cultivation and vocabulary accumulation is generally recognized by students and teachers, which verifies the effectiveness of "comprehensible input" in second language acquisition theory; however, the core problems focus on "insufficient resource selection ability, fragmented knowledge, and risk of entertainment addiction". At the same time, students also show a certain demand for professional resource recommendations from teachers.

3.2. Theoretical Guidance

From the perspective of constructivist learning theory, short video resources are interesting and attractive, and can stimulate the active learning consciousness of English college students. English college students complete the active construction of knowledge by independently searching, watching, learning, thinking, and practicing the professional knowledge content displayed in short videos. , instead of passively accepting the knowledge taught by teachers, avoiding the one-way input in the traditional teaching model; secondly, short video resources have innovative situational learning scenarios, and can also provide English students with a carrier of knowledge construction, which helps to improve the effectiveness of their learning, thereby improving the effect of second language acquisition.

From the perspective of second language acquisition theory, short video resources create real language usage scenarios by integrating the characteristics of pictures, text, speech, background music and other information, reducing the difficulty of inputting language knowledge, thereby providing "comprehensible input" for English college students to learn professional knowledge. At the same time, the interactive characteristics of short videos can provide English students with interactive opportunities for second language acquisition and create a more relaxed and pleasant atmosphere, thereby alleviating the anxiety of English students when learning professional knowledge. Compared with the traditional teaching model, this tends to be a low-anxiety environment, which is helpful for English students to acquire second language.

3.3. Innovative Application Strategies

This study aims at the professional learning needs and application problems of English college students, combined with the guidance of constructivist learning theory and second language acquisition theory, and proposes the following innovative application strategies to promote the transformation of short video resources from auxiliary learning resources to structural learning elements.

3.3.1. Resource Screening

First, make sure the language is standardized. Ensure that the English expressions and grammar in the selected resources are correct, and give priority to videos produced by professionals; secondly, ensure professional suitability. School teaching and research offices should screen targeted resources based on the characteristics of different course types, such as skill focus, themes, difficulty, etc., systematically classify and organize the screened resources, build a high-quality resource library, avoid overly entertaining content, and provide resource selection guidance for teachers and students.

3.3.2. Task Driven

According to constructivist learning theory and second language acquisition theory, English college students combine classroom learning with part-time learning, which also requires the collaborative help of teachers. First, teachers can send short videos to students before class, allowing them to speculate on the class content and learn important and difficult vocabulary in advance; then, during class time, play short videos to assist explanations, and set corresponding key information capture tasks in the short videos for learning difficulties; finally, in their spare time after class, teachers can organize interesting learning activities (such as role-playing,

video dubbing, etc.) based on students' professional abilities to stimulate students' interest in learning while guiding them to learn independently in their spare time, helping students transform from passive learning to active learning.

3.3.3. Prevent Addiction

Teachers should guide students to critically examine the content of short videos, avoid blindly believing and accepting the information presented in the videos, and cultivate students' ability to stay awake in the face of massive short video resources, effectively screen resources, and use resources efficiently. Teachers should strictly control the duration when using short video resources to assist teaching, and should not play videos uncontrollably and affect the quality of teaching. At the same time, students should be guided to set regular reminders when using short video resources to avoid addiction.

4. Conclusion

Through a survey of undergraduate English major students and teachers, this study explores the current application status of short video resources in the second language acquisition of undergraduate English major students, and draws the following conclusions: First, short video resources have been widely used in the second language acquisition of English major students, but the number of existing resources is huge and the quality is uneven. There are problems such as resource selection, knowledge fragmentation, and risks of addiction. Second, short video resources can stimulate English college students' interest in learning and improve their independent learning ability. At the same time, according to their presentation format, they can promote English college students to input knowledge. They are in line with constructivist learning theory and second language acquisition theory, and can promote English college students' second language acquisition. Based on this, this study proposes innovative application strategies of resource screening, task-driven, and addiction prevention, which can provide guidance and help for undergraduate English students to apply short video resources in the process of second language acquisition, and at the same time help maximize the teaching value of short video resources.

Although this study has achieved certain results, it still has certain limitations, such as a small number of samples and a limited scope, and no investigation of the actual situation of long-term application strategies has been carried out. Future research can expand the sample scope to different regions and conduct experiments to further verify the effectiveness of this application strategy.

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