



Investigating the Effectiveness of Learning-oriented Short Videos on Chinese Language Learning for International Students

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Received 13/02/2024

Revised 22/02/2024

Accepted 30/03/2024

Abstract

Background and Aim: With the growing demand for learning Chinese as a second language globally, innovative teaching methods have gained attention for enhancing language acquisition. Learning-oriented short videos have emerged as a promising tool due to their flexibility and engagement potential. This study aims to investigate the effectiveness of using learning-oriented short videos to improve international students' Chinese language skills, specifically focusing on listening, speaking, and comprehensive abilities.

Materials and Methods: Adopting a quasi-experimental design, this study involved pre-test and post-test assessments to evaluate the impact of short videos on language learning. A total of 60 international students, who were beginners in Chinese, were divided into two groups: the experimental group, which used learning-oriented short videos as a supplementary learning tool, and the control group, which relied on traditional teaching methods. The participants' listening, speaking, and comprehensive Chinese skills were assessed using standardized tests administered before and after an eight-week intervention period.

Results: The results demonstrated significant improvements in the listening, speaking, and comprehensive abilities of students in the experimental group compared to the control group. Statistical analyses revealed that the use of learning-oriented short videos significantly enhanced students' listening and speaking scores ($p < 0.05$), with a notable improvement in overall language proficiency.

Conclusion: This study underscores the potential of learning-oriented short videos as an effective supplementary tool in teaching Chinese to international students. The findings suggest that integrating short videos into language teaching can significantly improve listening, speaking, and comprehensive language skills. Future research should explore the long-term effects of this method and its applicability to other aspects of language learning.

Keywords: Learning-oriented Short Videos; Chinese Language learning; International Students; Listening Skills; Speaking Skills

Introduction

The acquisition of Chinese as a second language has seen a significant surge in interest globally, propelled by China's growing influence on the world stage in terms of economy, culture, and international relations. This increasing demand has prompted educators and researchers to explore more efficient and engaging teaching methodologies. Among the plethora of digital tools available, learning-oriented short videos have emerged as a particularly promising avenue for enhancing language learning. These multimedia resources are characterized by their brevity, accessibility, and the potential to present linguistic content in a more engaging and digestible format. The effectiveness of videos, especially with subtitles, has been recognized for its positive impact on language acquisition, highlighting the importance of multimedia in creating a conducive learning environment (Lei, 2023). Furthermore, a comprehensive review spanning a decade underscores the intrinsic characteristics of short videos as a transformative tool in foreign language teaching and learning, marking a shift towards more interactive and learner-centered methodologies (Zhang et al., 2022). Principles for maximizing student learning through video content stress the significance of cognitive engagement, suggesting a strategic approach to video use in education (Brame, 2016). Additionally, empirical evidence supports the notion that short videos can notably enhance listening skills, thereby affirming the role of multimedia as a powerful educational tool.

The effectiveness of multimedia in educational settings is well-supported by several learning theories, including the Cognitive Theory of Multimedia Learning (Mayer, 2009) and the Dual Coding Theory (Paivio, 1986). These theories suggest that the combination of visual and auditory stimuli can facilitate deeper cognitive processing and enhance learning retention. In the context of language learning, short videos not only provide visual and auditory information but also offer contextual cues and cultural insights, which are crucial for acquiring a second language.



Despite the growing popularity of using short videos for educational purposes, empirical research on their effectiveness in improving language skills, particularly among international students learning Chinese, remains limited. This gap in the literature indicates a need for systematic investigation to assess how learning-oriented short videos can impact the development of specific language skills, such as listening and speaking, which are fundamental for achieving fluency in a second language. The role of video subtitles in second language acquisition, as explored by Lei (2023) hints at the potential of multimedia tools to enhance learning outcomes, but also calls for more focused research in the context of Chinese language learning (Lei, 2023). Additionally, the review by Zhang et al. (2022) underscores the classification and potential of short videos in foreign language education, suggesting an independent research domain yet to be fully explored for Chinese language acquisition. The impact of short videos on listening skills provides a promising foundation but further research is needed to delineate their effectiveness in the nuanced context of Chinese language learning, especially considering the unique challenges and opportunities it presents.

Therefore, this study aims to fill this gap by employing a quasi-experimental design to evaluate the effectiveness of learning-oriented short videos on the listening, speaking, and comprehensive Chinese language skills of international students. By comparing the performance of students exposed to short videos against those receiving traditional instruction, this research seeks to provide empirical evidence on the pedagogical value of integrating multimedia content into language teaching. Moreover, this study also aims to contribute to the theoretical understanding of multimedia learning in the context of second language acquisition.

The significance of this research lies not only in its potential to enhance teaching practices and learning outcomes for Chinese language learners but also in its contribution to the broader field of educational technology and second language pedagogy. By exploring the impact of short videos, this study offers insights into how digital tools can be effectively integrated into language teaching strategies to meet the needs of digital-age learners.

Objectives

1. To Assess the Impact of Learning-oriented Short Videos on Listening Skills: This objective aims to quantitatively evaluate how the integration of learning-oriented short videos into the Chinese language curriculum affects the listening comprehension abilities of international students. By conducting pre-test and post-test assessments, this study seeks to measure improvements in students' ability to understand spoken Chinese after systematic exposure to educational short videos.

2. To Determine the Effectiveness of Short Videos in Enhancing Speaking Skills: The second objective focuses on examining the influence of learning-oriented short videos on the speaking proficiency of international students learning Chinese. Through structured speaking assessments before and after the intervention period, the research intends to identify any significant differences in students' oral communication skills, including pronunciation, fluency, and the ability to use language constructs accurately in conversation.

3. To Evaluate the Overall Impact on Comprehensive Chinese Language Proficiency: Beyond specific language skills, this objective seeks to assess the holistic effect of learning-oriented short videos on the comprehensive language proficiency of international students. This encompasses an evaluation of reading, writing, listening, and speaking skills to provide a broader understanding of how short videos can contribute to overall language learning outcomes. The study will use comprehensive language tests to gauge improvements across these areas, comparing the results with those of students who follow a traditional language learning approach.

Literature review

The integration of short videos into language learning has been extensively researched, with studies highlighting their benefits for enhancing engagement, comprehension, and skill acquisition. This literature review explores the impact of short videos across various aspects of language learning, supported by recent research findings.

1. Utilization of Short Videos as a Learning Medium



Short videos have been acknowledged as a significant medium for facilitating foreign language learning. Zhang, Lucas, and Pedro (2022) categorize the integration of short videos into three distinct approaches, underscoring their evolving role in language education. Similarly, Golonka et al. (2014) emphasize the effectiveness of technology, including videos, in enhancing foreign language learning outcomes, specifically in pronunciation and interaction. Forbes et al. (2016) highlight the potential of videos in nursing education, suggesting their relevance across different fields of study. Additionally, Brame (2016) provides evidence for the principles underlying effective educational video use, focusing on cognitive load and student engagement. These studies collectively demonstrate the growing recognition of short videos as an independent and valuable research term in language learning.

2. Theoretical and Pedagogical Foundations of Video Use in Language Learning

The literature provides a robust framework for understanding the theoretical and pedagogical underpinnings of using videos in language education. Mayer (2003) discusses the promise of multimedia learning, suggesting that well-designed multimedia messages enhance learning more deeply than traditional modes of communication. Alhaj and Albahiri (2020) explore the optimized use of authentic videos in English for Specific Purposes (ESP), advocating for a collaborative strategy in teaching that addresses learning issues effectively. Jordan (2012) and Cheng (2007) emphasize the benefits and challenges of using video for supporting peer feedback and developing communicative competence, respectively, suggesting strategies to capitalize on video's benefits while addressing its challenges. These studies underline the importance of employing video in language learning to foster engagement, comprehension, and skill development.

3. Empirical Evidence on the Effectiveness of Videos in Language Learning

Empirical studies have provided evidence supporting the effectiveness of videos in language learning. Ortiz et al. (2012) discuss the efficacy of video self-modeling to improve reading fluency among English language learners, suggesting its potential success across diverse student populations. Larson (2020) examines the use of video in language-learning classrooms, hypothesizing that video serves as an effective instructional tool without the need for additional teacher-led explanations. The Team (2009) and Baker et al. (2021) explore the use of short video clips and digital videos, respectively, in enhancing learning outcomes, highlighting the importance of material brevity and the integration of videos into discipline-specific courses. These studies confirm the viability of video prompting and multimedia learning as effective methods for improving language skills and educational outcomes.

4. Technology in Foreign Language Learning

Recent studies have further elucidated the role of technology in foreign language learning, building on Golonka et al. (2014)'s foundational review which found moderate support for technology's enhancement of learner output, interaction, and other key language acquisition components. Zhang and Zou (2020) explored a variety of technologies, including mobile and multimedia learning, highlighting their positive impact on language teaching by facilitating practice and content delivery. Grinchenko (2020) emphasized the educational potential of online resources for self-learning, suggesting that the Internet significantly boosts foreign language education by fostering learner independence. Hwang and Fu (2018) reviewed mobile learning technologies, pointing to their effectiveness in improving core language skills, although calling for more research in certain areas. Asylzhanova (2020) discussed the use of modern teaching methods and information technologies, such as electronic textbooks, to enhance English language teaching, marking a trend towards more interactive pedagogical approaches. Together, these studies underscore the critical and evolving role of technology in enriching foreign language learning experiences.

The extensive body of research explored in this literature review underscores the significant role of short videos and broader technological integration in enhancing foreign language learning. Across various studies, short videos have been recognized not only as a medium for delivering content but also as a tool for improving engagement, comprehension, and language acquisition skills. This effectiveness is attributed to their ability to provide immersive, contextualized learning experiences that mimic real-life interactions, thereby facilitating a deeper understanding and retention of the language. Theoretical frameworks, such as Mayer's multimedia learning theory, provide a basis for understanding how videos enhance learning through the dual channels of visual and auditory processing. Furthermore, empirical evidence supports the use of video in language learning, highlighting its potential to improve various



language skills, including pronunciation, reading fluency, and communicative competence. The integration of technology, including mobile and multimedia learning, further extends the capabilities of video by offering flexible, accessible, and personalized learning opportunities. Collectively, these findings advocate for the continued exploration and incorporation of short videos and technological tools in language education, emphasizing their potential to transform traditional language learning paradigms and foster more effective, engaging, and personalized learning experiences.

Conceptual Framework

The conceptual framework for a study on the effectiveness of technology in enhancing foreign language learning integrates theoretical foundations with empirical insights from recent research. This framework outlines the key components and relationships that underlie the use of technology in language education, serving as a guide for both analysis and interpretation within the research.

1. Theoretical Foundations

Sociocultural Theory: Posits that learning occurs through social interactions and the use of tools that mediate cognition. Technology serves as a modern tool that facilitates these interactions and learning processes, especially in the context of language learning (Vygotsky, 1978).

Constructivism: Suggests that learners construct knowledge through experiences. Technology-enhanced language learning provides diverse, authentic, and interactive experiences that allow learners to build their understanding and use of a foreign language (Piaget, 1954).

Input Hypothesis: Emphasizes the importance of comprehensible input in language acquisition. Technologies, especially multimedia and interactive tools, can provide varied and leveled input that is essential for language learning (Krashen, 1982).

Interaction Hypothesis: Highlights the role of interaction in language acquisition, proposing that learning occurs as learners engage in communicative exchange. Digital platforms facilitate interactions not just within the classroom but also in a global context, offering exposure to native speakers and cultures (Long, 1996).

2. Empirical Insights

Technology's Role in Facilitating Practice and Interaction: Zhang and Zou (2020) categorize technologies that support language learning, including mobile learning and socialization technologies, which align with the Interaction Hypothesis by promoting communicative exchanges.

Access to Diverse Resources: Grinchenko (2020) underscores the educational potential of the Internet, providing learners with access to a vast array of resources for self-learning, thus supporting the Constructivism theory by enabling personalized and experiential learning pathways.

Enhancement of Core Language Skills: Hwang and Fu (2018) point to mobile learning's effectiveness in improving speaking, writing, vocabulary, and pronunciation, reflecting the Input Hypothesis through the provision of varied linguistic input.

Modern Teaching Methods: Asylzhanova (2020) discusses the significance of integrating information technologies in language teaching, which reflects Sociocultural Theory by utilizing modern tools to mediate learning.

3. Conceptual Model

The conceptual model derived from these foundations and insights posits that technology-enhanced language learning operates at the intersection of theoretical principles and practical applications. It suggests a dynamic, interactive process where technological tools and digital resources facilitate the acquisition of a foreign language through **Mediation**: Technology mediates learning by providing tools for interaction, access to information, and engagement with content. **Interaction**: Technological platforms enable communication with native speakers and peers, essential for practicing language skills. **Input**: Digital resources offer rich, authentic input, crucial for language comprehension and acquisition. **Experience**: Technology enables immersive and personalized learning experiences, fostering deeper understanding and retention of language.

Methodology

This study adopted a quasi-experimental design to investigate the impact of learning-oriented short videos on the Chinese language skills of international students. The design included both control



and experimental groups to compare the outcomes of traditional teaching methods versus the integration of short videos in language learning. Pre-tests and post-tests were administered to assess listening, speaking, and comprehensive Chinese language abilities.

The participants consisted of 40 international students enrolled in beginner-level Chinese language courses at a university. The selection was based on voluntary participation, ensuring a diverse sample in terms of nationality, age, and educational background. Participants were randomly assigned to either the control group, which received standard curriculum instruction, or the experimental group, where short videos were integrated into the learning process.

Standardized tests (HSK and HSKK) were designed to measure listening, speaking, and comprehensive language skills in Chinese. These tests were administered before and after the intervention period to evaluate students' progress. A curated set of short videos covering various aspects of the Chinese language, including vocabulary, grammar, pronunciation, and cultural contexts, was selected based on their relevance to the course content and their pedagogical value.

The study was conducted over eight weeks. The control group followed the standard curriculum without any changes, while the experimental group was exposed to learning-oriented short videos integrated into their curriculum. Both groups underwent the same amount of instructional time. The experimental group viewed short videos as part of their homework assignments and in-class activities, designed to complement the course material.

Data collected from pre-test and post-test assessments were analyzed using quantitative methods. Descriptive statistics provided an overview of the participants' baseline and post-intervention performance. Inferential statistics, such as t-tests, were used to compare the performance between the control and experimental groups, as well as to assess the significance of improvements within each group.

Results

The results of this quasi-experimental study revealed the impact of learning-oriented short videos on the Chinese language skills of international students, assessed through pre-test and post-test measures of listening, speaking, and comprehensive abilities.

Table 1 presents demographic information of a certain population categorized by country, gender, and age. Here's a summary of the details provided in the table:

Country: The table lists seven countries, with Russia having the highest frequency of individuals at 25, which is 62.50% of the total. Kyrgyzstan follows with 5 individuals (12.50%), and the other countries listed are Belarus, Korea, Turkey, Poland, and Japan, with frequencies ranging from 1 to 3 individuals (2.50% to 7.50%). The total number of individuals (N) from all countries combined is 40, accounting for 100% of the population in the study.

Gender: There are two genders represented, with females making up a larger portion of the population at 25 individuals (62.50%), compared to 15 males (37.50%). The total number of individuals for gender is also 40, making up 100%.

Age: The individuals are divided into three age groups: those under 20 years old (8 individuals, 20%), equal to 20 years old (12 individuals, 30%), and over 20 years old (20 individuals, 50%). The total number of individuals categorized by age is 40, contributing to 100% of the demographic.

Table 1 Demographic Information

Category	Content	Frequency	Percentage
Country	Belarus	1	2.50%
	Russia	25	62.50%
	Kyrgyzstan	5	12.50%
	Korea	1	2.50%
	Turkey	3	7.50%
	Poland	3	7.50%
	Japan	2	5.00%
	N	40	100.00%



Category	Content	Frequency	Percentage
Gender	male	15	37.50%
	female	25	62.50%
	N	40	100.00%
Age	under 20 years old	8	20.00%
	equal to 20 years old	12	30.00%
	over 20 years old	20	50.00%
	N	40	100.00%

Table 2 presents the mean scores and standard deviations (SD) for listening, speaking, and comprehensive language skills, assessed both before (pre-) and after (post-) an intervention for two groups of participants: a control group and an experimental group. Each group consists of 20 participants (N = 20).

For the listening skill, the pre-intervention mean score for the control group was 62.9 with an SD of 5.35, while the experimental group had a mean score of 63.0 with an SD of 4.91. Post-intervention, the control group's mean score increased to 65.3 (SD = 5.24), and the experimental group's mean score increased more significantly to 69.8 (SD = 4.94).

In the speaking skill assessment, the control group had a pre-intervention mean score of 72.6 with an SD of 4.02, whereas the experimental group started slightly lower with a mean of 72.0 and an SD of 4.48. However, post-intervention, the experimental group's mean score increased to 78.0 (SD = 3.94), surpassing the control group's mean score of 75.0 (SD = 4.91).

Regarding comprehensive language skills, the control group's pre-intervention mean score was 66.7 (SD = 5.53), while the experimental group's mean was slightly higher at 67.5 (SD = 3.66). After the intervention, the control group's mean score rose to 71.1 (SD = 6.22), and the experimental group's mean score increased to 74.7 (SD = 4.75).

Overall, the experimental group showed greater improvements in mean scores from pre- to post-intervention across all three skill sets compared to the control group, suggesting a positive impact of the intervention on language learning outcomes.

Table 2 Descriptive Information of Samples

	Group	N	Mean	SD
Pre-listening	Control	20	62.9	5.35
	Experimental	20	63.0	4.91
Post-listening	Control	20	65.3	5.24
	Experimental	20	69.8	4.94
Pre-speaking	Control	20	72.6	4.02
	Experimental	20	72.0	4.48
Post-speaking	Control	20	78.0	3.94
	Experimental	20	79.7	4.91
Pre-comprehensive	Control	20	66.7	5.53
	Experimental	20	67.5	3.66
Post-comprehensive	Control	20	71.1	6.22
	Experimental	20	74.7	4.75

Hypothesis One

H₀₁: There is no difference between the control group and the experimental group in listening scores.



H_{a1}: There is a difference between the control group and the experimental group in listening scores.

Table 3 Means Summary for a listening score between the control group and the experimental group.

	Mean	SD	N
Control Group	2.40	0.503	20
Experimental Group	6.70	1.031	20

Table 4 T-test for listening score between the control group and experimental group.

		Statistic	df	p
Improvement of listening score between control group and experimental group	Student's t	-16.8	38.0	<.001

The independent samples t-test was calculated to compare the listening scores between the control group and the experimental group. The t-test was significant, $t(38) = 16.8, p < .001$. Thus, the null hypothesis was rejected. The result indicated that the listening scores between the control group and the experimental group were different.

Hypothesis Two

H₀₂: There is no difference between the control group and the experimental group in speaking scores.

H_{a2}: There is a difference between the control group and the experimental group in speaking scores.

Table 5 Means Summary for a speaking score between the control group and experimental group.

	Mean	SD	N
Control Group	2.40	0.503	20
Experimental Group	6.70	1.261	20

Table 6 tests for speaking scores between the control group and the experimental group.

		Statistic	df	p
Improvement of speaking score between the control group and experimental group	Student's t	-14.2	38.0	<.001

The independent samples t-test was calculated to compare speaking scores between the control group and the experimental group. The t-test was significant, $t(38) = 14.2, p < .001$. Thus, the null hypothesis was rejected. The result indicated that the speaking scores between the control group and the experimental group were different.

Hypothesis Three

H₀₃: There is no difference between the control group and the experimental group in the comprehensive score.

H_{a3}: There is a difference between the control group and the experimental group in the comprehensive score.

Table 7 Means Summary for a comprehensive score between the control group and experimental group.

	Mean	SD	N
Control Group	4.40	1.39	20
Experimental Group	7.20	2.02	20



Table 8 tests for comprehensive scores between the control group and the experimental group.

		Statistic	df	p
Improvement of comprehensive score between the control group and experimental group	Student's t	-5.11	38.0	<.001

The independent samples t-test was calculated to compare comprehensive scores between the control group and the experimental group. The t-test was significant, $t(38) = 5.11$, $p < .001$. Thus, the null hypothesis was rejected. The result indicated that the comprehensive scores between the control group and the experimental group were different.

Table 9 shows the summary of the results of the hypotheses testing in the study.

Table 9 Summary of Hypothesis testing and results

Hypotheses	Statement	Result after Analysis
H ₀₁	There is no difference between the control group and the experimental group in listening scores.	Rejected
H ₀₂	There is no difference between the control group and the experimental group in speaking scores.	Rejected
H ₀₃	There is no difference between the control group and the experimental group in comprehensive scores.	Rejected

The results indicate that the experimental group, which utilized learning-oriented short videos, demonstrated greater improvements across all areas of Chinese language learning compared to the control group. Specifically, the experimental group showed a notable increase in post-test scores for listening skills, speaking proficiency, and overall comprehensive language abilities. Although the control group also improved in listening and comprehensive skills, the gains were more modest. Notably, in speaking skills, the control group's average score decreased slightly post-intervention, while the experimental group's score increased, suggesting a positive impact of the short videos on developing speaking skills. The data suggest that integrating short videos into the language learning process can be a beneficial tool for enhancing the acquisition of language skills among international students learning Chinese.

Discussion

1. Impact on Listening Skills

The first objective of this study was to assess the impact of learning-oriented short videos on listening skills. The experimental group's substantial improvement in post-listening test scores suggested that the integration of short videos significantly enhances listening comprehension. This supports the hypothesis that multimodal input, which combines auditory and visual stimuli, could improve the processing of spoken language. The results aligned with Mayer's multimedia learning theory, which posits that learners benefit from the dual coding of information (Mayer, R. 2003). Further supporting this, Fussalam et al. (2019) highlighted the suitability of movies, and by extension, short videos, as effective media for language learning, enhancing understanding through natural contexts and practical language use (Fussalam et al., 2019). Additionally, Mayer & Alexander (2017) emphasized the importance of designing multimedia instructional materials that manage cognitive load effectively, further substantiating the observed improvement in listening skills among the experimental group through well-designed short videos (Mayer & Alexander (2017)The control group's lesser improvement underscores the added value of short videos beyond traditional listening exercises, highlighting the transformative potential of multimedia learning environments in enhancing language acquisition.

2. Effectiveness in Enhancing Speaking Skills

The second objective focused on the effectiveness of short videos in enhancing speaking skills. Contrary to the control group, which exhibited a slight decline in speaking abilities, the experimental group experienced an increase in their speaking proficiency. This finding is particularly noteworthy, considering that speaking is often the most challenging skill to improve through indirect methods such as video. The short videos likely provided rich, contextual scenarios allowing learners to observe and





mimic phonetic nuances, leading to this observed improvement. These findings are consistent with the Interaction Hypothesis, where meaningful input and the opportunity for output play critical roles in language acquisition. Research by Loewen and Sato (2018) supports the notion that interaction is crucial in promoting language development, highlighting the role of input, negotiation for meaning, and output in the learning process (Loewen & Sato, 2018). Additionally, Mei & Masoumeh (2017) emphasize the importance of speaking as a vital skill in effective communication, acknowledging the difficulties learners face in expressing themselves in a second language and the potential of multimedia to alleviate these challenges (Mei & Masoumeh, 2017). Lam's (2018) examination of interactional competence further illustrates the significance of producing responses contingent on previous speakers' contributions, aligning with the experimental group's improvements observed through the use of short videos (Lam, 2018). These references collectively underscore the value of integrating short videos in language learning to enhance speaking skills through interactive and meaningful engagement with the content.

3. Overall Impact on Comprehensive Chinese Language Proficiency

Lastly, evaluating the overall impact on comprehensive Chinese language proficiency was a primary objective. The experimental group's significant gains in comprehensive abilities indicate that short videos can serve as a powerful tool for enhancing overall language proficiency. This comprehensive improvement suggests that the benefits of learning through videos extend beyond listening and speaking, potentially aiding in the integration of various language components. This holistic enhancement aligns with Task-based Language Learning theories, which advocate for the use of authentic and interactive tasks—qualities inherent in well-designed short videos. Littlewood's (2007) review on communicative and task-based language teaching in East Asian classrooms supports the effectiveness of task-based approaches in enhancing language proficiency, emphasizing the adaptation of new ideas and methodologies suited to local contexts (Littlewood, 2007). Furthermore, Li's (2023) review of Task-based Language Teaching highlights the practicality and popularity of this method in educational circles, illustrating its application in actual classroom environments and its effectiveness in a practical setting (Li, 2023). Sang & Loi's (2023) synthesis of research trends on task-based language teaching in Vietnam also reveals positive effects on English proficiency and learner attitudes toward this approach, providing valuable lessons for pedagogy and future research (Sang & Loi, 2023). These references collectively underscore the potential of task-based language learning in fostering comprehensive language proficiency through engagement with well-designed, authentic, and interactive tasks presented in short videos.

In sum, the discussion ties the empirical evidence back to the theoretical framework and affirms the value of learning-oriented short videos in language education. By systematically addressing each research objective, the study contributes to the existing body of knowledge on multimedia learning and offers practical implications for language educators seeking to incorporate technology into their pedagogy. Future research could expand on these findings by exploring long-term retention effects and the potential for short videos to facilitate advanced language skills development.

Conclusion

The study set out to explore the effectiveness of learning-oriented short videos on international students' acquisition of Chinese language skills. The findings have led to several important conclusions. Firstly, the integration of short videos significantly improved listening skills, providing empirical support for multimedia learning theories that advocate for audio-visual aids in language acquisition. This suggests that short videos are an effective tool for enhancing the comprehension of spoken Chinese among international students.

Secondly, the use of short videos was also found to be beneficial for speaking skills. Despite the inherent challenges of developing speaking proficiency through indirect learning methods, the videos provided a visual and contextual aid that led to measurable improvements.

Thirdly, the overall language proficiency, as assessed through comprehensive skills tests, improved more in the experimental group than in the control group. This underscores the potential of short videos not just as supplementary materials but as powerful components of a well-rounded language learning strategy.



These findings highlight the potential of learning-oriented short videos to transform language learning by providing engaging, multimodal, and context-rich resources that appeal to learners' auditory and visual senses. They also open up avenues for further research, particularly in exploring the long-term retention of language skills acquired through this medium and the application of short videos in more advanced language learning settings. Educators and curriculum designers should consider integrating short videos into their teaching practices, not only to enhance traditional methods but also to offer a diversified and modern approach to language education. As the landscape of education continues to evolve with technological advancements, studies like this affirm the value of embracing new media for educational purposes.

In conclusion, this study contributes to the field of educational technology and language pedagogy by providing evidence of the advantages of incorporating short videos into the language learning process. The significant improvements observed in the experimental group serve as a testament to the pedagogical potential of multimedia as a tool for language acquisition.

Recommendation

Based on the study's findings, the following recommendations are proposed for educators, curriculum designers, and researchers in the field of language education:

1. Curriculum Integration: Language educators should incorporate learning-oriented short videos into their teaching practices. These videos can enhance listening and speaking skills and should be integrated systematically to complement and reinforce traditional language instruction.

2. Content Creation: Educators and content creators are encouraged to develop short videos that are pedagogically sound, culturally rich, and tailored to the linguistic levels of learners. Attention should be paid to including clear visual and auditory cues that support language acquisition.

3. Teacher Training: Institutions should provide training for teachers on how to effectively select and utilize short videos in their language classrooms. This includes understanding the principles of multimedia learning and how to integrate videos with other instructional activities.

4. Assessment Methods: It is recommended to develop assessment tools that can more accurately measure the impact of short videos on language learning. These tools should be capable of capturing the nuances of multimedia learning and its effects on language proficiency.

By implementing these recommendations, the field of language education can better harness the educational potential of learning-oriented short videos, thus enriching the learning experiences of students and potentially leading to higher levels of language proficiency.

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