

# *The Influence of English Homophony in Short Video on English Teaching*

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**Keywords:** Short Video; English Homophonic Vocabulary Chinese; Teaching of English Vocabulary

**Abstract:** English learning has various difficulties for second language learners, and the emerging short video is undoubtedly a new thing for non-native English learners, especially college students. It can take advantage of the time, flexibility, high interactivity and relaxed audio-visual effects of fragmented words to maximize the interest of Chinese non-native English students in learning English. At present, a large number of materials have been introduced into English teaching classes, including films, plays, documentaries, and many American dramas. In contrast, the introduction of short video materials into the classroom is more convenient, faster and more acceptable. In addition, in these short videos, the teaching and research of homophonic English for English vocabulary are relatively few, and there is no relevant research results. Therefore, it will be a meaningful innovation to apply homophonic English in short videos to English teaching. However, English homophonies in short videos can help English learners memorize English words quickly, but it can sometimes bring confusion to learners who have not learned the English International Phonetic Alphabet. Therefore, the author explores the feasibility of short video English homophonic for English teaching and applies it to English classroom teaching. I hope that I can contribute to the cause of English teaching and provide some inspiration and suggestions to the English teaching staff in China.

With the development of the Internet and We Media, the impact of short video communication information is gradually expanding, and the cultural broadcasting system has also changed the top-down communication situation. Cultural transmission has gradually shifted from national organizations to individuals. At present, short video is mainly used in individual broadcast information. Short video has its unique characteristics of using fragments to talk time, flexibility, easy dissemination, etc. Short videos are generally less than 20 minutes, and they are usually shot, edited, released, played and interacted on a platform. It has the characteristics of low threshold, light weight, easy spread, etc. It is developing at a high speed in China. It will be an ideal carrier of English teaching. The author intends to explore and analyze the influence of homophonic English words often appear in short videos, which makes it easier for more English learners to accept them because of its unique, novel, relaxed and lively characteristics.

With the advent of the We Media era, more and more short videos have come into our lives. Many Chinese English teachers have chosen to add short videos to their teaching. Short videos have become

the favorite of teaching materials. Short video has short time and many forms. Its unique combination of sound, shape and meaning makes it easier for people to accept it, and also makes it more convenient to spread. Furthermore, homophonic English words often appear in short videos, which makes it easier for more English learners to accept them because of its unique, novel, relaxed and lively characteristics.

However, this kind of short video also has disadvantages. For example, some short videos are not up to standard in quality, and some homophones are dirty words when translated. There are non-standard expressions. Some students are easily addicted to the Internet and lack consciousness. In addition, big data will automatically push some short videos with similar themes according to users' preferences, which will limit the learning space for English learners. In order to make short videos play a better role as teaching materials, the author uses short videos of homophonic English vocabulary as the main materials to discuss the advantages and disadvantages of short videos of homophonic English and Chinese for English vocabulary teaching. In this way, short videos can develop their strengths and circumvent their weaknesses, so that they can play their most positive role in English learning.

## **1. English vocabulary in Chinese and Chinese vocabulary in English**

It is not difficult to find that English homophony is applicable to second language learners of all ages. Due to the wide range of applicable objects, English homophony has a very large application space for English teaching, so it has a very far-reaching meaning for English teachers and learners.

### **1.1. English homophonic vocabulary**

Loan words in English, English words applied to Chinese, such as :sofa, chocolate, ice cream, coffee, sandwich, hamburger, pizza, toast, bus, golf, mouse, hacker, cool, shampoo, supermarket, superman ,hot line, cold war ,Mommy, TOEFL etc.

### **1.2. Chinese Vocabulary Applied to English**

For example, wonton, tofu, Bok choy, kumquat, this two words are both pronounced in Cantonese, Guangdong, China. Chow Mein, souchong, feng shui, Ying and yang, Ching etc.

We find that language is interactive. Chinese and English promote, develop, integrate and learn from each other. Under some cultures and backgrounds, languages have commonalities.

With the advent of the digital era, along with the continuous development of the Internet and mobile devices, there have been many We Media communications in life. Among them, short video has spread in young people's lives with its unique characteristics of making use of fragments to talk about time, flexibility, easy dissemination, etc. Short videos are generally less than 20 minutes, and they are usually shot, edited, released, played and interacted on a platform. It has the characteristics of low threshold, light weight, and easy dissemination, which makes it develop at a high speed in China. The most representative APPs such as Tik Tok, Kwai, WeChat short video, Pin duo duo and other shopping platforms. There are many kinds of short videos, including all kinds of subjects. There are also many categories in English teaching. Some focus on English vocabulary, some on grammar, some on life situation communication, some on English exam clearance, some on oral English, some on English listening, and some on English reading and writing. This paper mainly discusses English teaching from the perspective of homophonic English vocabulary, using short videos as the carrier.

English homophony is applicable to second language learners of all ages. Due to the wide range of applicable objects, English homophony has a very large application space for English teaching, so it has a very far-reaching significance for English teachers and learners. Language is interactive.

Chinese and English promote, develop, blend and learn from each other. Under some cultures and backgrounds, languages have commonalities. Short video has its unique characteristics of using fragments to talk time, flexibility, easy dissemination, etc. Short videos are generally less than 20 minutes, and they are usually shot, edited, released, played and interacted on a platform. It has the characteristics of low threshold, light weight, easy spread, etc. It is developing at a high speed in China. It will be a very ideal carrier of English teaching, and it is very appropriate to apply it to English teaching. Then, the combination of English homophonic words, English vocabulary teaching and short videos will bring fresh feelings to English teachers and English learners, and will bring more benefits to English learning.

## 2. Related teaching theories

### 2.1. Related English teaching theories

Constructivist learning theory Constructivist psychology is regarded as "a revolution in educational psychology", which originates from the theory of cognitive processing and the ideas of educationists such as Piaget, Wiggowski and Bruner. Constructivism believes that learning is an individual's active choice, processing and processing based on the original knowledge and experience, so as to obtain their own meaning. It mainly includes constructivist knowledge view, constructivist learning view, constructivist teaching view, constructivist student view and constructivist teacher view. It is impossible for knowledge to exist abstractly away from the activity situation. Knowledge exists in concrete, situational and perceptible activities. Learning should be combined with situational practice to complete a new knowledge construction through the perception of the situation and the students' original experience.

Input Hypothesis Theory Input Hypothesis Theory is the core of American linguist Krashen's language acquisition theory. He used a monograph to discuss his hypothesis. Krashen believes that only when the learner is exposed to "comprehensible language input", that is, the second language input that is slightly higher than his existing language skills, and he can focus on the understanding of meaning or information rather than the understanding of form, can acquisition occur. This is his famous  $i+1$  formula.  $i$  represents the current level of the learner, and  $i+1$  represents language materials slightly higher than the current level of the learner. According to Krashen, this input of  $i+1$  does not need to be provided intentionally.<sup>[1]</sup> As long as the learner can understand the input and has enough quantity, he will automatically provide this input. Therefore, we should select short video materials that are suitable for students and slightly higher than students' own knowledge level, and follow the  $i+1$  principle to select appropriate short video materials in English teaching.

### 2.2. Related literature review

A Survey of English Homophonic Vocabulary Teaching in China: English vocabulary teaching is mainly divided into: at present, according to different teaching objects and learning stages, English vocabulary teaching is mainly divided into primary school students' English vocabulary teaching, middle school students' English vocabulary teaching, and college students' English vocabulary teaching.

With regard to English vocabulary teaching for primary school students, Zhang Yunbin in China explained the situation of primary school students' use of English homophonies in English vocabulary teaching from four aspects: "Listening to the sound to express their meaning", "bionic effect", "listening to the sound to understand" and "stimulating interest to guide meaning".<sup>[2]</sup>

In English vocabulary teaching for middle school students, He Yining and some scholars believe that homophonic vocabulary memory is controversial in English teaching. Because the English words

that can match Chinese are relatively limited, it will have an impact on the pronunciation of middle school students' English, and then affect communication. [3]

In college English vocabulary teaching, Yang Juan explained the situation of college English vocabulary teaching from word formation, association, homophonic method and context inference, among which, English homophonic method was also mentioned. [4]

So, it is not difficult to find that English homophony is applicable to second language learners of all ages. Due to the wide range of applicable objects, English homophony has a very large application space for English teaching, so it has a very far-reaching meaning for English teachers and learners.

### 3. Overview of Research Design

With the development of the Internet and We Media, the impact of short video communication information is gradually expanding, and the cultural broadcasting system has also changed the top-down communication situation. Cultural transmission has gradually shifted from national organizations to individuals. At present, short video is mainly used in individual broadcast information. Short video has its unique characteristics of using fragments to talk time, flexibility, easy dissemination, etc. Short videos are generally less than 20 minutes, and they are usually shot, edited, released, played and interacted on a platform. It has the characteristics of low threshold, light weight, easy spread, etc. It is developing at a high speed in China. It will be an ideal carrier of English teaching. The author intends to explore and analyze the influence of homophonic English in short videos on English vocabulary teaching by means of questionnaires and data induction.

Combining English homophonic words, English vocabulary teaching and short videos will bring fresh feelings to English teachers and English learners and will bring more benefits to English learning.

### 4. Summary

English homophony is applicable to second language learners of all ages. Due to the wide range of applicable objects, English homophony has a very large application space for English teaching, so it has a very far-reaching significance for English teachers and learners. Language is interactive. Chinese and English promote, develop, blend and learn from each other. Under some cultures and backgrounds, languages have commonalities. Short video has its unique characteristics of using fragments to talk time, flexibility, easy dissemination, etc. Short videos are generally less than 20 minutes, and they are usually shot, edited, released, played and interacted on a platform. It has the characteristics of low threshold, light weight, easy spread, etc. It is developing at a high speed in China. It will be a very ideal carrier of English teaching, and it is very appropriate to apply it to English teaching. Then, the combination of English homophonic words, English vocabulary teaching and short videos will bring fresh feelings to English teachers and English learners, and will bring more benefits to English learning.

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