



**THE DEVELOPMENT OF ENGLISH SPEAKING SKILLS USING
DOCUMENTARY FILMS OF GRADE 10
CHINESE STUDENTS**

**BY
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Abstract

This quantitative study investigated the use of documentary films in the English language course to improve grade 10 Chinese students' English speaking skills and enhance their opinions with this teaching method.

The sample group for this study was made up of 30 Chinese students in grade 10 in Hainan Province, China. English speaking skills assessment and questionnaire were used to collect the data. To effectively analyze the data, descriptive statistical analysis and the paired sample T-test were applied.

The results of the English speaking skill assessment scores indicated that the use of documentary films in the English classroom improved grade 10 Chinese students' English speaking skills to varying degrees. The study also revealed that almost all participants had a favorable and optimistic opinions towards documentary films in the English language course.

In conclusion, the study's findings provided an effective option for English teachers in China to teach speaking skills.

(Total 115 pages)

Keywords: Documentary Films, English Speaking Skills, Students' Opinions and Grade 10 Students

Student's Signature Thesis Advisor's Signature

TABLE OF CONTENTS

	Page
ACKNOWLEDGEMENTS	i
ABSTRACTS	ii
TABLE OF CONTENTS	iii
LIST OF TABLES	vi
LIST OF FIGURES	vii
CHAPTER 1 INTRODUCTION	1
1.1 Background of The Study	1
1.2 Research Objectives	4
1.3 Research Questions	4
1.4 Research Hypotheses	4
1.5 Scope of the Study	4
1.6 Conceptual Framework of the Study	6
1.7 Limitations of the Study	7
1.8 Research Terminologies	7
1.9 Expected Outcome of The Study	8
CHAPTER 2 LITERATURE REVIEW	10
2.1 The Historical Background of English Education in China	10
2.2 English Curriculum in China	15
2.3 Speaking English Teaching Methods	22
2.4 Documentary Films in Speaking English Lessons	29
2.5 Related Research Studies	38

TABLE OF CONTENTS (CONT.)

	Page
CHAPTER 3 RESEARCH METHODOLOGY	40
3.1 Research Design	40
3.2 Population and Sample of The Study	41
3.3 Research Instruments	42
3.4 Validity and Reliability of Research Instruments	44
3.5 Data Collection Procedures	45
3.6 Data Analysis	46
CHAPTER 4 RESULTS	48
4.1 Analysis for English Speaking Skills of Grade 10 Chinese Students after Using Documentary Films	48
4.2 Analysis for The Students' Opinions of Grade 10 Chinese Students after Using Documentary Films	55
CHAPTER 5 CONCLUSION, DISCUSSION AND RECOMMENDATIONS	59
5.1 Conclusion	59
5.2 Discussion	61
5.3 Recommendations	63
REFERENCES	65
APPENDICES	80
Appendix A Lesson Plans	81
Appendix B Student's Percertions Questionnaire	97
Appendix C Assessment Rubric	100
Appendix D Letter of Approval	102
Appendix E Expert Who Validated The Instruments	104

TABLE OF CONTENTS (CONT.)

	Page
Appendix F IOC for Lesson Plans	106
Appendix G IOC for Assessment Rubric	108
Appendix H IOC of Questionnaire	110
Appendix I Reliability Test Result of Questionnaire	113
BIOGRAPHY	115



LIST OF TABLES

		Page
Tables		
1.1 Lesson Outline		6
3.1 Demographic information of project participants		42
3.2 Basic Information of Lesson Plans		42
3.3 Instruments used for each objective		43
3.4 Cronbach's Alpha Coefficient		45
3.5 The range of speaking score interpretation		46
3.6 The Range of Mean Score Interpretation		47
4.1 Week 1 and Week 4 Comparison with Paired sample T-Test		49
4.2 The English speaking skills assessments scores for the sample group		50
4.3 Individual week 1 & week 4 scores of the sample group		52
4.4 Mean and Standard Deviation (SD): Part 1- Teacher (N=30)		56
4.5 Mean and Standard Deviation (SD): Part 2-Procedure (N=30)		57
4.6 Mean and Standard Deviation (SD): Part 3-Teaching materials (N=30)		58

LIST OF FIGURES

	Page
Figures	
1.1 Independent and Dependent Variables	6
4.1 Graphical representation of students' week 1 and week 4 scores	54
4.2 Comparison of week 1 and week 4	55



CHAPTER 1

INTRODUCTION

The background, research objectives, research questions, research assumptions, research timeline, research content framework, research limitations, and other sections are written in this chapter. Each of the preceding sections will be explained in greater detail below.

1.1 BACKGROUND OF THE STUDY

With the globalization of the world economy expanding, communicative competence in English is becoming an increasingly important skill in a society's development system, and it plays a significant role in work and everyday life. According to statistics, there are 1.7 billion English-speaking people in the world, and English-speaking countries' GDP accounts for 40% of the global GDP (Dai, 2014). This shows, as a global language, English is incredibly significant for diplomacy. In addition, exchanges with foreigners are becoming increasingly frequent as the economic and education in China accelerates, so the demand for oral communication talents in China is growing (Lu, 2019).

Studying spoken English can improve students' language abilities and help students to make friends who are natural English speakers. Meanwhile, spoken English plays a critical role in the English education process. It also is a positive teaching criterion in English education as a whole (Ding & Lin, 2011).

In the context of education in China, from secondary schools to universities, the teaching mode has always focused on reading, with students repeating reading and writing. Chinese students have stronger reading abilities than listening and speaking abilities. A lot of students can read English in books and have strong reading skills,

but they don't understand how to apply what they've learned in real life. Accordingly, many media reports have labeled Chinese English education as "Dumb English" (Peng, 2007).

In recent years, Chinese academics have conducted extensive research on approaches to teaching spoken language, including the 3D teaching approach, task-based teaching method, film teaching method, and others (Zheng, 2014).

For instance, the teaching tenet of the 3D interactive teaching method is "student-centered," including dialogue, discussion, and debate, which means that students are at the center of language practice activities, transforming them into "actors" and teachers should play the role of "director" (Zhao, 2011).

Compared with other teaching methods, using documentary films to teach English is fruitful and interesting. And, many studies demonstrated that it can improve learners' language ability. First of all, it can be regarded as authentic material because they provide learners with genuine examples (Mishan, 2004). Secondly, documentary films can help students strengthen their language abilities because of their variety, realism, and flexibility. Thirdly, pupils can be motivated to study English by watching documentary films (Ruusunen, 2011).

As noted by Vanessa (2022) explained, a documentary film is a kind of movie that contains real facts, and there is no fictitious story that is made to dramatize the scenes throughout the film.

Previous research has indicated that various advantages of documentary films have a positive impact on education. Learners can easily understand the natural culture and develop a strong interest in English by learning English through documentary films. Documentary films contain the features of moving images, which can readily hold students' attention in the classroom for an extended period of time. Furthermore, in an interactive environment, documentary films can better test students' English level than typical power points (Smithers & Matsuo, 2018).

It can offer possibilities for teaching English and stimulating students' interest in learning, enriching their senses. It also can lead to cognitive and emotional changes in the learner's experience. The strongest emotional change is when learners realize that they have not only understood the main content of the documentary film but that the integration of the learning experience has also created meaning (Shin & Cho, 2015).

Documentary films were often chosen as teaching materials not because other types of films or videos are inferior. Documentary films, on the other hand, lacked a coherent story and the excitement of popular movies, so students were not easily distracted in class. What's more, because it is frequently published and delivered in standard English, it is frequently used as teaching materials by school teachers (Soong, 2012). If excellent original English documentary films are used to assist teaching, it can not only activate the classroom atmosphere, and enrich the teaching content, but also improve students' English speaking and listening skills. Such as *Amazing China*, *Tiny world*, *The blue planet*, and *Earth story*, These documentary films are often used as teaching materials for students to learn English.

In summary, as a supplementary tool for teaching English, original English documentary films are an important method that can help students create an immersive English learning environment and nurture their interest in the language. Due to the aforementioned benefits, this approach holds significant value and implications for academic research.

The purpose of this study is to improve the spoken English and opinions expression of Grade 10 Chinese students by utilizing documentary films. The researcher believes that this approach can enhance the English speaking skills of Chinese students.

1.2 RESEARCH OBJECTIVES

1.2.1 To examine the English speaking skills improvement of grade 10 Chinese students using documentary films.

1.2.2 To investigate the grade 10 Chinese students' opinions towards using documentary films in learning English speaking skills.

1.3 RESEARCH QUESTIONS

1.3.1 Would the application of documentary films improve the English speaking skills of grade 10 Chinese students?

1.3.2 What would be the grade 10 Chinese students' opinions after using documentary films in learning English speaking skills?

1.4 RESEARCH HYPOTHESES

1.4.1 Grade 10 Chinese students' English speaking skills would be improved by using documentary films.

1.4.2 Grade 10 Chinese students' opinions would be positive after using documentary films.

1.5 SCOPE OF THE STUDY

In order to ensure the objectivity and authenticity of the survey, the researcher carefully investigated the learning situation and opinions of the subjects and collected the survey data carefully.

First of all, the scope of that research was mainly for Grade 10 students in China. The overall level of spoken English in the surveyed class was not high, and the researcher supplemented and expanded the oral materials according to the content of the textbooks they had learned.

Secondly, when English teachers taught courses, they needed to formulate reasonable teaching plans to ensure the quality of teaching and the authenticity of research data.

1.5.1 Location of the Study

The research was conducted in a high school in Hainan Province, China. The school, which was located in Haikou officially opened in the autumn of 2020 and enrolled students in grades 1 through 11 all year.

Class sizes in all sections were limited to 30 students, with international classes limited to 20 students. Moreover, this study was conducted in this school for a four-week teaching and learning study with a sample size of 30 students.

1.5.2 Population and Sample

Population: The study's target population consisted of two sections of 60 grade 10 Chinese students from a Chinese high school in Haikou, Hainan Province. They ranged in age from 14 to 16 years old, with mixed gender, and varying levels of English proficiency.

Sample: The researcher applied the cluster random sampling approach to choose one section (30 students) from two sections of mixed-ability pupils of grade 10 Chinese students as the sample group. They were all between the ages of 14 and 16, and consisted of 15 males and 15 females, and had normal learning abilities.

1.5.3 Content of the Study

The researcher designed the content of this study by exploring the English learning standards for Grade 10 Chinese students and used documentary films in this research. Regarding the topic of landscape ecology, there were presently 57 episodes available, and this researcher used four documentary film episodes. The video

depicted stunning scenery and natural nature in China. There were four topics covered over four weeks, with two lessons per week. The course plan is as follows:

Table 1.1 Lesson Outline

Course plan	Documentary film: Amazing China	Study content	Week
1	Perpetually White Mountains	Words	1
2	Four Sisters Await for Adventures	Pronunciation	2
3	Lake with Amazing Colors	Sentence	3
4	A Land Formed by the Blowing Dust Loess Plateau	expressions	4

1.5.4 Time Frame

The study lasted four weeks and took place in November 2022, just before the Winter vacation. Two times a week, educational exercises were performed to improve students' speaking and listening abilities by using authentic English documentary films.

1.6 CONCEPTUAL FRAMEWORK OF THE STUDY

The documentary films are the independent variable in this study, whereas the students' speaking skills and opinions about this teaching approach are the dependent variables. The relationship between the two is depicted in the following diagram.

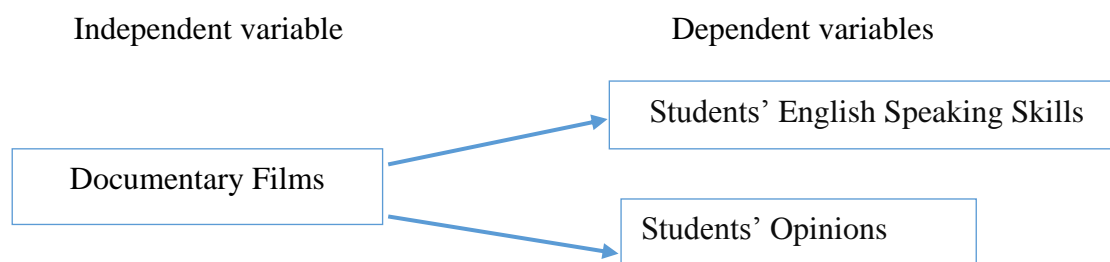


Figure 1.1 Independent and Dependent Variables

1.7 LIMITATIONS OF THE STUDY

It was hypothesized that documentary films teaching can improve English speaking skills of grade 10 students in high school based on the findings of this study. This study, however, had many research limitations, such as time, number of participants, and so on. The following would be discussed in detail:

1.7.1 Time

The data collection was just four weeks. If the researcher would like to have more information, then need more time for collections the data.

1.7.2 Number of Participants

The number of participants was relatively stable at 30. The increase and decrease in the number of people may affect the results of the study, so this study would be explained in advance.

1.7.3 Course content

Due to the 4 weeks duration of this study, the content of the courses taught is limited. During the research process, representative key knowledge would be selected for teaching and explanation.

1.8 RESEARCH TERMINOLOGIES

Documentary films refer to a film or television art form that uses real life as its creative material, shows truth as its essence, and employs artistic processing to elicit thought. The documentary films used in this study are original English documentary films that provide high-quality learning materials to the students in the sample group. For this research, the researchers used documentary films to teach grade 10 Chinese students in

four steps: 1) Introduction of the course topic, 2) Implementation, 3) Presentation and practice, and 4) Conclusion.

English speaking skills refer to the ability of grade 10 Chinese students to score higher in English speaking due to the use of documentary films taught in English. The researcher employed English speaking skills assessment research design to assess the achievement of English language learners in terms of their proficiency level. The researcher recorded and evaluated the students' speaking scores on a weekly basis from week 1 to week 4, according to the established speaking standards, to quantitatively assess their progress in English speaking skills.

Students' opinions refer to grade 10 Chinese students' opinions towards the use of documentary films. The researcher designed the students' opinions into 3 parts, including the teacher, procedure, and teaching materials. To acquire the study's outcomes, the researcher assessed students' opinions through a questionnaire in this paper. The data was analyzed using a Likert scale approach, ranging from 1 to 5, specifically: 1) Strongly Dislike, 2) Dislike, 3) Neutral, 4) Like, and 5) Strongly like.

Grade 10 Chinese students refer to grade 10 Chinese students from a Chinese high school in Haikou, Hainan Province in the first semester of 2022.

1.9 EXPECTED OUTCOME OF THE STUDY

1.9.1 Grade 10 Chinese students in high school improved their English speaking skills through documentary films study.

1.9.2 Grade 10 Chinese students had a keen interest and positive opinions towards documentary films.

1.9.3 This study provided a reference plan for other educators to choose to use the film and television media teaching method in the future.

CHAPTER 2

LITERATURE REVIEW

This chapter reviews the key literature concerned with using documentary films to enhance the speaking ability of students. Numerous scholars have conducted extensive research on this topic. However, these studies are predominantly focused on other subjects and lack the application of documentary films in speaking lessons. Accordingly, this review critically demonstrates the effectiveness of documentary films teaching in the spoken English classroom.

This chapter begins with the historical background of the Chinese English education system, the English curriculum in China, speaking English teaching methods, and the advantages of using documentary films in English lessons.

2.1 THE HISTORICAL BACKGROUND OF ENGLISH EDUCATION IN CHINA

This overview is divided into two sections: the first would outline the historical development of English education in China, and the second would outline briefly the future development trend and outlook for English education in China.

2.1.1 The Historical Development of English Education in China

In the history of the development of English education in China, there have been numerous challenges and unexpected turns, resulting in a gradual progression. As a matter of fact, English education in China has a history of more than 100 years (Yang, 2014).

According to most scholars, the first English education in China was offered by mission schools. In 2006, Stephen Evans published a paper in which he described the Morrison Education Association as the first mission school to offer English lessons in China (Evans, 2006). Nevertheless, English education was just beginning to spread in China at the time. The Chinese government had not yet established its English language schools at residence (Ge, 2021). In 1862, the establishment of Tongwenguan marked the beginning of English language instruction in China. This suggests that China's new official schools have adopted a self-directed approach to English education in China. Throughout this period time, Chinese English education was always based on the theme of "Chinese Learning As The Fundamental Structure, Western Learning For Practical Use" (Zhang, 2015).

In 1902 and 1903, at the end of the Qing Dynasty, the "Regulations of the Qin Ding School" and the "Regulations of the Zeng Ding School" were promulgated respectively, mandating that classes in English be offered in all schools above the middle school level (Wu, 2009).

The governmental status of English education was improved until 1910. English education was recognized and developed by society during the Republic of China period (Zhang, 2015). The Provisional Curriculum Standards for General Education, China's first curriculum standard, was published in January 1912, clearly defining "curriculum standards" as a guiding document for education (Gu, 1990). The Ministry of Education published the "Rules for Secondary Schools" in December of the same year, with 20.3 percent of the lessons devoted to foreign languages and 17 percent to Chinese, demonstrating the importance of foreign language education in secondary education (Li, Zhang, & Liu, 1988). Here, foreign language specifically refers to English, which is the most commonly studied language.

During the New Cultural Movement in China, the arrival of American educator Dewey marked a pivotal moment in the development of Chinese education. Dewey's introduction of the principles of democratic education and pragmatism left a profound and enduring influence on the field. China's "New Education System," also

known as the "Renshu Education System," was established in 1922, marking a significant departure from the Japanese educational model towards an American one. Foreign language and Chinese language belonged to the same category of disciplines, and the credits for the two subjects were 36 and 32, respectively, according to the policy. Even though the credit weights were nearly identical, the number of lesson hours spent on English exceeded that on Chinese, and it was the subject with the most hours. This demonstrates how important the English course was to the administration at the lesson time (Zhou, 2015).

Ten years later, the "Renshu Education System" gradually revealed many flaws, such as ineffective teaching administration, a lack of teachers, a credit and elective system that distracted students, and so on. In 1929, the Chinese government reduced the number of English credits for junior high schools to 20-30 points, and English subjects were subsequently ranked lower than Chinese subjects. The objectives of the curricula in 1929, 1932, 1936, and 1941 remained unchanged. During this historical period, English education shifted its focus to more fundamental and practical aspects of the language (Chen, 2011).

In 1948, China adopted Western linguistics and language teaching theories and promoted the direct approach to language learning, which laid the foundation for the communicative teaching technique. However, due to political circumstances, the teaching of Russian took priority over English, leading to the elimination of the junior high school English curriculum. Later, the high school English curriculum was replaced by the Russian curriculum during the establishment of the People's Republic of China in 1949 (Wu, 2009). As a result, English schooling history is grounded at a standstill at this point.

The Chinese government began a statewide "Education Revolution" in 1958. Then, the state's "Seven-Year Plan for Foreign Language Education" in 1964 stated that English would be the first foreign language taught in Chinese schools. However, China's English education suffered another devastating blow during the Cultural

Revolution. In just a few years, the English education experience that would be gradually developed and accumulated would be overturned.

Upon the reinstatement of China's college entrance examination system in 1977, English education re-emerged as a significant characteristic of the country's educational landscape. The reintroduction of the college admission test was also a watershed moment in Chinese education, transforming society's atmosphere as a whole. Foreign language has been a required subject in the joint examination of national colleges and universities since 1978 (Chen, 2011). Due to political terms like "proletarian internationalism" and "holding high the great banner of Chairman Mao" being frequently used in teaching objectives and requirements at the time, therefore the English exam reflects the political nature of the English education objectives at the time. Obviously, the test can clearly the politics of English education (Dong, 1978).

With the reform and opening up of China, many cities have begun to modernize and develop, and the status and role of English have changed compared to what it was before (Ran & Bob, 2012). China's international standing improved after years of reform and opening up and increased exchanges with other countries. English education in China is showing a positive trend and is expected to continue growing in the future (Zang, 2012).

In the mid-1980s, as a result of China's rapid economic and social development, the demand for English language learning increased significantly. English courses became more widely available in secondary schools, and various forms of English-language instruction, including television programs, gained popularity. From the mid-1980s until 1992, English education in China continued to emphasize basic English knowledge and skills, as well as the development of students' speaking and writing abilities. At the same time, the term "communicative" appeared frequently in the syllabus from 1992 onward, and the traditional grammar-translation approach was replaced by a student-oriented, communicative approach that focused on speaking, as it did not meet the needs of social development (Zhou, 2015). The challenges in English education in China and the present state of students can be

summarized as follows: a significant number of students struggle to comprehend English, have difficulty in communicating with others in English, and are unable to read English books and newspapers in their original language. These problems are also gradually revealed by the change in the objectives of English education and the change in teaching methods (Yi, 2010).

From the full popularization of quality education in the 1990s to the basic education reform in 2001, education in English has become more comprehensive and more in line with the social development of China.

In conclusion, the development of English education in China has always been linked to the broader social changes taking place in the country throughout its history (Zhang, 2015). With the Beijing Olympic Games, the Shanghai World Expo, and the Beijing Winter Olympics, among other major international events, English language learning in China has reached a crescendo. The number of English learners in China is growing, and the country would soon be regarded as a "superpower in foreign language teaching" (Zhang & Zhou, 2002). More importantly, how English education should promote students' sustainable development is a critical question that educational researchers and practitioners must seriously consider in the future (Gong, 2012).

2.1.2 The Future Trend of English Education in China

English education in China has progressed to this point, but there are still many issues. Many students learn English but are unable to express themselves freely in English, prefer to memorize words or learn grammar, excel at test-taking skills, and are unwilling to read English masterpieces or enjoy English-related artworks of any kind. English education in China should change this trend in the future to make English education more complete and dynamic (Lu, 2019).

There are several trends in English education in China, as follows:

1) The booming development of distance online English education.

In recent years, the impact of the Covid-19 epidemic on social development has resulted in a gradual trend of diversification of education methods, particularly distance learning online, which has become an essential part and the primary teaching method of English education in China. It not only enhances students' interest but also addresses the issue of a scarcity of English educators (Gao, 2012).

2) The average age of English learners is getting younger.

In China, a common practice among parents is to enroll their children in remedial English classes prior to their commencement of primary school, as the majority of such institutions introduce English instruction early on. To further enhance their children's prospects for academic success, some parents begin teaching them English as early as the age of two or three, and may even seek enrollment in bilingual kindergartens (Gao, 2012). Such a trend in English learning attracts particularly young students, providing more opportunities and challenges for English teachers while pushing English educators to continuously improve their teaching skills to meet society's needs (Li, 2014).

3) The English language is valued by all.

Globalization is in full swing with the Winter Olympics in Beijing, China. English has transcended its status as a mere academic discipline and evolved into a highly valued communication tool. Presently, China is witnessing a rapid expansion in the number of individuals learning English, with the language being a mandatory component in various examinations. Schools and various English language training institutions coexist and complement one another. English education is constantly developing and is valued by the overall population (Li, 2014).

4) English education in China is about to enter a period of humanism.

Cultural awareness, language competence, and thinking quality would soon become the key educational objectives of the English subject, according to current national core literacy criteria for English at the high school level. China's English education is about to transition into a period of humanist domination, enter a

period of independent exploration, and even take the lead in the development of worldwide English education (Lu, 2018).

Throughout China's history, English education has changed both in terms of educational ideas and teaching objectives as a result of the changes in the times (Peng, 2017). Yet the reform of English education is unquestionable. First, since internationalization and improving China's worldwide standing necessitate more high-level English speakers, China's English education still requires reforming its educational aims and teaching methods. Second, if China has a reform strategy for English education, it should put it into action right away (Zhang, 2016). Finally, in order to cultivate students' English education, the collaboration between schools and families in the area of language learning should be strengthened and gradually built up (Huang, X., 2020).

2.2 ENGLISH CURRICULUM IN CHINA

According to research, over 1.5 billion people worldwide speak English, and the economies of English-speaking countries are growing faster than those of other countries. More importantly, English education caters to the individual needs of each learner. Whether students apply for further studies in various foreign schools, participate in international exchanges, travel abroad, do business, or read original documents, etc, they all demand to use of original English documents as well as video materials (Dai, 2014).

2.2.1 The Development of Three Academic Levels of the English Curriculum in China

From a global perspective, countries where English is the official language contribute to 70% of the world's wealth. Therefore, not possessing English language skills means missing out on potential development opportunities. For example, China's neighboring countries such as Japan, Korea, and Singapore, have experienced rapid economic growth by embracing the English language. On the other hand, English

proficiency is directly proportional to one's social status in terms of personal development. However, in the current international situation, it is also the best option for every Chinese to learn English (Zhen, 2013).

Chinese education policy has made it clear that learning and mastering a foreign language, particularly English, is one of the requirements for qualified citizens in the 21st century (Lu, 2019).

English is the most commonly used language in the corporate world, and knowledge of English has become one of the most important skills for employment.

Weak English skills can stifle effective communication, cause frustration, and create communication barriers among employees (Miina, 2014). As a result, for the country's and individuals' future development, students should be guided to learn and master English at the student level to continuously improve their English language skills.

In China, English education is divided into three study stages: elementary school, secondary school, and university. And the teaching developments and issues differ across the three stages of the English curriculum. The following are the latest developments in English programs in China for various levels of study.

Primary School Section

The introduction of foreign language courses in elementary schools follows a worldwide trend and reflects a general international understanding that the best stage for learning a foreign language is during childhood (Rixon, 1992). The effect of age on foreign language learning is summarized by Freeman and Long (1991), who states that the younger the age of learning a foreign language, the more likely it is that one will become familiar with the language in it.

The reform of China's basic education curriculum in the 21st century has raised the starting age for learning foreign languages to the third grade, not only in response to global development trends but also as part of the government's strategy to respond to the strategic development of economic globalization (Wang, 2011). Researchers learned from the relevant literature that there are three stages of elementary school development in China. There are three of them: before 1978, 1978 to 2001, and after 2001.

Before 1978, the Chinese government issued documents outlining specific teaching requirements for the English curriculum in elementary schools. However, due to the complex and difficult nature of the situation, the intended outcome was ultimately not realized (Li, 2017).

During the period between 1978 and 2001, China made remarkable progress in the field of education, which included a notable policy change mandating the instruction of English at the elementary school level. The objectives and requirements, as well as the substance and hours of instruction for all schools at various stages, were all established. Despite the policy, the implementation of the English curriculum in many elementary schools came to a standstill during this period due to a scarcity of English teachers and their limited proficiency levels (Wu, 2011).

After 2001, all county and city schools in China began to offer primary English courses, and rural schools began to offer primary English courses gradually by 2002. The Chinese elementary school English curriculum is split into three administrative areas: national, local, and school-based curricula (Zhang, 2018).

In Chinese elementary schools, the English curriculum currently includes more teaching models and better teaching techniques than before. However, numerous unresolved issues continue to impede the development of the English curriculum. Firstly, pupils' typical thinking patterns have remained unchanged, and they have been passively receiving the knowledge imparted by educators. Secondly, teachers tend to place significant emphasis on test-driven instruction, which leads to a lack of

pedagogical innovation, resulting in students' limited ability to apply their knowledge to real-life contexts. Finally, teachers have not thoroughly examined the teaching materials. The goal of teachers expanding their teaching content and materials is to prepare students for tests. This approach violates China's quality education and curriculum reform criteria, obstructing kids' future development (Wang, 2022).

The quality of English instruction plays a significant role in the English proficiency and subsequent academic growth of elementary school pupils. Thus, it is critical for educators to adopt appropriate pedagogical approaches that foster active student participation in the learning process, allowing them to develop and deepen their English language skills, and experience the cognitive and socio-emotional rewards of language acquisition.

Secondary School Section

The role and prominence of English in China's secondary school curriculum have been regarded as a "barometer of modernization" since its debut.

Secondary school is divided into two main sections: middle school and high school. The English curriculum at the secondary level in China is also divided into three main stages, 1978-2000, 2000-2010, and after 2011 (Wu & Sun, 2021). The development process was previously summarized in 2.1 and would not be described in detail here. The current state of English program development in Chinese secondary schools will be the focus of this section.

Since the promulgation and implementation of English curriculum standards for general high schools in China in 2017, basic English education has progressed in a greater direction.

To begin with, there are numerous emerging problems in the Chinese middle school English curriculum at the moment. On one hand, the standardized organization of the classroom has resulted in limited interaction between teachers and students

(Chen, 2013). What's more, teaching methods and evaluation are single lines, resulting in many students' potential not being fully developed (Xv & Wang, 2021). Students, on the other hand, lack initiative in middle school English classes in China, which are primarily teacher-led (Sun, 2017). As an outcome of this educational development current system, many Chinese junior high school students lose their ability to think for themselves over time. Worryingly, this phenomenon occurs at all levels of education and in the teaching of other subjects in China (Xv & Wang, 2021).

Secondly, when comparing English courses at the middle school level, many of the same developmental issues arise. And, various issues have also arisen in the upper secondary English curriculum as a result of the new curriculum reform. For instance, the current pedagogical methods are outdated, the classroom instruction is overly structured, the curriculum materials are limited, and most crucially, the recent reform of the high school English curriculum has been inadequately implemented (Xin, 2021).

University Section

In 2017, the Chinese Ministry of Education issued the Guidelines for Teaching English at University, which stated that the goal of teaching English at university is to develop students' English application skills, improve their communication skills, and strengthen their independent learning abilities, ultimately leading to an improvement in their overall quality (Wang, 2019).

University English is a public basic course for Chinese undergraduates that is distinguished by a large number of students, a short class period, a large teaching scale, a heavy workload for teachers, and so on. In 2007, China's Ministry of Education explicitly requested that the effectiveness of university English courses be able to influence China's talent development's internationalization process. Therefore, Chinese universities should pay attention to the teaching of college English, focusing on enhancing the quality of college English teaching and cultivating internationally

excellent talents. However, numerous issues contribute to the ineffectiveness of university English courses (Cao, 2022).

From a curricular perspective, the entirety of university-level English courses may be deemed inadequate and insufficiently comprehensive, with students' proficiency in listening and speaking skills remaining suboptimal. Simultaneously, teaching resources and teachers are insufficient, which not only fails to improve students' overall English skills but also has an impact on teaching effectiveness. When compared to primary and secondary school English courses, students in university English courses are not under pressure to advance to higher education, and the course duration and setting are relatively relaxed. Thus, college students exhibit a lack of learning initiative. In addition, university English teachers often neglect college students' learning abilities, interests, and initiative in order to achieve their teaching objectives (Long, 2017).

English education in primary, junior high, and senior high school is designed as a progressive system of knowledge. However, educators have lacked scientific coordination in teaching materials and pedagogy for different stages, resulting in an unreasonable division of labor in terms of teaching quality and curriculum time. This has led to unnecessary repetition and waste, which is one of the reasons for ineffective English learning. To improve the effectiveness of English learning, it is important to address these issues and develop a more coordinated and efficient approach to teaching English at different levels.

2.2.2 Solutions to the Problems of English Curriculum in China

In response to issues that have arisen in the English curriculum in China, we have summarized the current situation in each of the academic sections mentioned earlier. Based on a thorough examination of numerous literature studies, this section proposes the following solutions. As follows:

Student-led Teaching

Being student-led is the most important guiding principle in the ELT process. Teachers must design their teaching work based on student's interests and knowledge levels in their work because students are the primary participants in the classroom teaching work. Nevertheless, in terms of China's current overall English teaching model, numerous teachers do not pay attention to students' needs and students can only passively listen to lectures or do problems in class. This gives the impression that English education in China is incompatible with student's needs, resulting in errors in English classroom teaching work and poor learning outcomes for students (Zhang, 2022).

Teach learning Methods

It is more vital to teach students how to learn than to give knowledge when teaching English. In other terms, it is the ability to efficiently learn knowledge. Because only when learners grasp the appropriate learning strategies can they continue to learn new knowledge. Students can also practice learning and thinking independently, spark their enthusiasm for studying and develop their English language skills (Jin, 2022).

Teaching Philosophy Innovation

In the English curriculum, it is critical to reinvent the teaching philosophy. The Chinese English curriculum is mostly concerned with teaching forms and grades, rather than improving students' actual speech-communication skills. Accordingly, the English teaching methodology in China should be altered to prioritize the development of listening and speaking abilities while still ensuring that reading and writing are taught properly (Zhang, 2018).

Creating a Diverse Teaching Model

Depending on the material to be taught, a range of new teaching models can be employed. Examples include microlearning models, tiered teaching models, and scenario-based ones. These innovative teaching strategies can assist teachers to increase teaching efficiency, raising students' enthusiasm for learning, and making it easier for students to build a framework for their English knowledge (Wang, 2021).

Set Reasonable Teaching Objectives

The teaching objectives are the beginning point for classroom instruction. To create a forecast, teachers must have a firm understanding of students' learning abilities and how much knowledge they can gain in a class before defining instructional objectives. Teachers must take into account not only the general quality of classroom instruction but also the individual variances among students (Wu, 2008). Therefore, teachers must define realistic teaching goals, have clear actors, precise teaching behaviors, as well as teaching conditions, and then use teaching behaviors to attain hierarchical norms (Zhou, 2010).

English is even more crucial in today's highly competitive Chinese job market. It is the responsibility of the government to improve its citizens' English language skills so that they can adapt to societal competition and keep improving their abilities (Li, 2017). Furthermore, many Chinese schools now begin the English curriculum as early as kindergarten, allowing students to quickly acquire English knowledge and improve their English ability.

2.3 SPEAKING ENGLISH TEACHING METHODS

Throughout the history of language teaching, several researchers have produced various pedagogical approaches. And these teaching methods still have much to deliver to our current educational researchers (Nunan, 1991). As a key player

in the classroom, the teacher's selection of appropriate teaching methods for instruction has a significant impact on teaching effectiveness.

In the teaching process, it is crucial to select an appropriate teaching method that not only enhances teaching quality effectively but also helps students develop an interest in the learning content and improve their ability to learn independently. This section examines the characteristics, benefits, drawbacks, and applying of these traditional teaching methods to provide ideas for future research.

This section provides a brief overview of several popular methods for teaching spoken English, which is as follows:

2.3.1 Scenario-based Teaching Method

The scenario-based method began in the 1920s and evolved into its current form in the 1960s. Based on the experience of their predecessors, the linguists Palmer and Hornby created the theory of pedagogy (Li, 2016). This teaching method is based on the fact that the teaching process is centered on putting students in situations where they can use language to express themselves coherently (Zhang, 2015). Because of situational approach's main function is to elicit students' emotions by introducing or creating vivid situations, language, and emotion are essential factors (Shie, 2011).

Specifically, role-playing and situational creation are typical teaching methods that are commonly used in situational teaching (Liu & Yin, 2021). The benefits of this teaching technique have been demonstrated in numerous studies: lively activities in a relaxed and enjoyable classroom environment can capture students' attention and stimulate their interest in learning.

However, there are some disadvantages to this type of instruction: 1) The scenario may be set up irrationally and not by the real teaching content, resulting in a stiff and uninteresting teaching procedure for the teacher. 2) The role of the instructor as a guide is weakened. 3) If students lack cooperative learning skills, the learning

process would be difficult. 4) The information may be wrongly analyzed, resulting in students' passive engagement in the classroom (Sun, Xie, & Zhu, 2021).

The following are the practical stages of adopting a situation teaching method in an English-speaking classroom with documentary films teaching.

- 1) Introduce the lesson's teaching theme based on the material of the textbook.
- 2) Show the documentary films and write a scenario to summarize the relevant phrase patterns and expressions.
- 3) Concretize the scenario further, for example, the student is a tour guide who must introduce the local scenery and features to the tour group's children.
- 4) Allow students time to prepare and have some of them present.
- 5) At the end, the educator would evaluate and summarize.

Because film or television shows may better recreate real-life scenes and recreate the classroom setting, students can combine aural and visual learning to better understand and accept what they've learned.

Due to the characteristics of documentary films teaching, the situational teaching method is better suited to documentary films teaching in an English-speaking classroom. It highlights the characteristics of the documentary film's combination of auditory and visual elements, and creates the reality in a short period, assisting students in memory development and language thinking practice. As a result, the researcher designs the learning activities by using some situational to the students to solve the problem in this research.

2.3.2 Task-based Teaching Method

In the 1980s, Prabhu pioneered the task-based technique, which was designed to allow pupils to learn a language by completing certain tasks with it (Bai, 2014). This is a new type of language teaching method that was developed based on the

communicative teaching method. Furthermore, it is a supplementary teaching method that focuses on students' language fluency rather than accuracy (Francis et al., 2016).

Lu (2002), a Chinese scholar, studied the task-based teaching method and summarized the five basic features listed below: 1) Task-based teaching emphasizes the teaching process and aims to engage students in the learning process by completing real-life tasks and acquiring the ability to use English. 2) It focuses on improving students' communicative skills in English. 3) The principal activity of teaching is to use real-life tasks. 4) Teaching activities are required to facilitate the development of integrated language use skills. 5) Task-based teaching is a new type of communicative teaching method, not a replacement for it.

Even though this teaching method is better suited to the Chinese context and educational policies, there are some challenges and difficulties in the implementation process (Zhou, 2004). At the same time, some Chinese scholars have demonstrated that, while the task-based approach is beneficial to students' English proficiency, it has some shortcomings of its own. For example, it is difficult to control the task's difficulty, the lack of completeness of the material, the overall as well as individual student problems, and the time for checking the topic (Wang, 2014).

The use of task-based teaching methods in this research paper can be based on Willis' three-part model: pre-task, task loop, and language focus. Therefore, the use of task-based teaching methods in this study can be subdivided into task preparation, task execution, and post-task.

The specific teaching steps used in this study are as follows:

- 1) Through a 5-minute brainstorming activity before class review the vocabulary, phrases, expressions learned, and introduce the lesson topic.
- 2) After the teacher shows the documentary film and gives the task.
- 3) Students complete the teacher-proposed tasks on their own using what they have learned.
- 4) Results of the task would be presented by students

5) Student performance is briefly summarized after the teacher announces the solution to the task.

6) Several teaching tasks that appear in the documentary film explain this in detail to stimulate the students' memory of English vocabularies and sentences.

7) The teacher assigns homework based on what has been learned.

The task-based approach is a classic and popular teaching method in the English classroom.

An English documentary film is used to introduce content in the English class speaking course, and then task-based teaching approaches are utilized to assist students to explore their knowledge on their own and enhance their memory of English. Because this teaching style is more likely to assist students in improving their speaking skills, the researcher designs the task-based for the students in this study.

2.3.3 Interactive Teaching Method

The interactive approach is a progression of communicative teaching ideas based on neurolinguistics, second language acquisition, learning, and teaching theories. It adheres to the "learning by doing" principle and translates basic concepts of language use into practical classroom teaching methods. It also emphasizes the use of activities in the target language to learn the language and improve communication skills (Cao, 2019).

Unlike traditional teaching methods, interactive teaching and learning approaches bring teachers and students together with content, media, and information, as well as between teachers and students, to create mutual influence through communication and sharing. This approach to learning is characterized by the fact that participation is seen as a prerequisite and interaction is the key, and students can promote interactive timeliness with active participation (Wan, 2015).

For social science disciplines, particularly business ones, interactive teaching approaches are ideal (Sun et al., 2021). Role-playing, brainstorming, case studies, and

discussion are four unique ways to interactive teaching methods in particular (Wilson, 2013). However, this teaching method requires a high level of teaching quality from the teacher and also requires students to have the ability to self-advance and actively participate, so this teaching method can often overlook the performance of introverted students. Because it provides higher hurdles for both students and teachers than other teaching approaches, it is not infinitely available for use in the classroom (Zhou, Li, & Tian, 2007).

The employment of interactive teaching methods is separated into two cases: the interaction between the teacher and the students, and the interaction between the students. The teaching approaches in this study would combine both sorts of interactive teaching methods.

The following are the specific instructional steps:

- 1) Before the lesson, the teacher asks students to preview the lesson and distributes relevant teaching materials.
- 2) Introduces the content and objectives of the lesson.
- 3) Show the documentary films to demonstrate the key points and difficulties of the lesson.
- 4) Encourage 1-2 students to volunteer to take on the role of teacher and explain the content of the session to the other students and ask some questions.
- 5) To supplement and summarize the lecture's content.

Students become more motivated by the subject and their communication skills with the teacher improve as a result of this kind of teaching. Moreover, the interactive teaching method includes not only communication between the teacher and students but also student interaction. Teachers can organize more group discussions or group competitions during the classroom teaching process so that every student can participate, thereby enhancing the quality of English teaching (Liao, 2021).

Interactive teaching can help students increase their initiative and motivation to learn, promote creative and critical thinking, and facilitates teachers' better

adaptation to new social needs and the growth of teachers and students together (Chen, 2017). Accordingly, this research would utilize interaction between students during the grouping to enhance the quality and efficiency of teaching. At the same time, it helps students to improve their speaking skills.

2.3.4 Problem-based Teaching Method

Asking questions, evaluating problems, and solving problems are the primary clues in the problem-based teaching technique, which is used throughout the educational process. Teachers generate problem situations based on the syllabus and the content and requirements of the teaching materials, and students' sense of invention and practical skills would be enhanced as a result of the process of analyzing and solving difficulties.

The study by Li (2020) discovered that the problem-based teaching technique is characterized by student-centered, problem-based, team-centered, and collaborative learning. Students are guided in solving problems and actively learning and applying new knowledge and skills through a problem-based approach. In the process of problem-solving, learning initiative, motivation, and creating awareness would be enhanced (Yin, 2014).

However, one disadvantage of the problem-based approach is the difficulty in maintaining learning quality. The issues discussed are determined by what is happening in reality, but there may be additional issues lurking in the background. Accordingly, finding topics that are perfectly suited to the student's level of knowledge is difficult (Sun et al., 2021).

In this study, there are several stages of implementation as follows:

- 1) Introduce the topic of the session and show the documentary film.
- 2) The teacher demonstrates the documentary film's essential vocabulary, sentences, and difficult questions.

3) Have students add unfamiliar vocabulary, English expressions, and difficult questions that appear in the documentary films.

4) The teacher would summarize and organize the two problem parts: the previously given problem and the problem that the pupils have added.

5) Students search for solutions in the textbook and solve the problems that the teacher presents.

6) An overview of the course is provided by the teacher.

This method departs from the standard lecture format by emphasizing the necessity of instilling in pupils a spirit of independent inquiry and creative consciousness. Students are practicing English to knowledge in an autonomous and efficient manner as they solve issues. This teaching method encourages pupils to explore language on their own and increases their enthusiasm for learning. Accordingly, the researcher creates scenarios from documentary films and asks students to solve the problems in this study.

2.4 DOCUMENTARY FILMS IN SPEAKING ENGLISH LESSONS

With the rapid development of the documentary film in China, documentary films are once again receiving attention, such as "A Bite of China," "Master in Forbidden City" and so on. These outstanding Chinese films have successfully pushed Chinese culture into the international market and sparked a worldwide wave of Chinese language learning. Documentary films not only draw foreigners, but they also appeal to children, who gain a deeper grasp of Chinese culture and linguistic charm, and there is no doubt that documentary films are an excellent resource for learning the language. On the contrary, excellent English documentary films are one of the most effective ways for non-native English speakers to be learned English.

Since modern English education in China is becoming increasingly multicultural, the educational process should be supplemented by the use of a variety of instructional methods and resources. Documentary films are classic examples of multiculturalism, and a good documentary film will convey a topic in different facets

to the audience. For instance, in the BBC documentary film "Amazing China" real spoken English expressions, beautiful scenery, and fascinating Chinese culture are all featured one after another. Such high-quality teaching materials are ideal for current multimedia instruction, as they can not only increase students' interest in learning and create a more dynamic classroom environment but also improve learning outcomes (Cheng, 2014). Students can gain a comprehensive understanding of a particular word or sentence expression by using documentary films in the classroom to teach English. This approach combines film and knowledge. For instance, to illustrate the definition of "formidable" in the word "awe," the teacher could use the BBC documentary film "Beautiful China" to demonstrate how the Jiayuguan Pass and the Taklamakan Desert were described by the BBC. English lessons can also use another BBC travel documentary film, "Eighty Treasures of the World", to look at the depiction of the Terracotta Army: This formidable army of terracotta warriors was discovered by chance in 1974. Not only did the students enjoy the images and music of the documentary film with ease, but they also understood the meaning of the vocabulary and re-appreciated Chinese and world civilizations from an international perspective (Du, 2010).

In addition, documentary films can bring a positive attitude and optimism to encourage students to learn. For example, a researcher described how when the teacher explained that Unit 2 of the New Practical English Integrated Programme 3 was 'Company Profiles' and the exercise at the end of the lesson referred to 'Apple Computers'. The teacher shows the Discovery Channel documentary film 'How Steve Jobs Changed the World' to the students. The documentary film gives students a fascinating insight into the story of Steve Jobs that is not in the textbook, and the inspirational element motivates them to study hard (Bai, 2012).

2.4.1 Importance of Audio-visual Materials in English Education

With the rapid development of science and technology, many English teachers and students can install multimedia devices in their homes or classrooms, enabling language teachers and learners to use video to add language comprehension

and learning (Liu, 2008). Some scholars refer to the use of video materials as teaching materials in the process of teaching English. These materials include English movies, news, speeches, TV shows, TV programs, documentary films, and other original English video materials. The characteristics of education using video materials, are as follows: 1) vividness, 2) with pictures and images, 3) visual and auditory, 4) concentration on the material (Huang, 2020).

In 1910, the first visual instruction film was produced in the United States (Wang, 1981). With the emergence of technology such as records, tape recorders, and radio in the 1940s, visual education evolved. Language experts advocated for the use of video assets as a teaching tool since the 1970s, citing benefits such as rich cultural content and authentic language expressions (Coniam, 2001, as cited in Suvorov, 2008). Tuffs and Tudor et al. introduced video instruction to English language teaching in the 1980s (Shie, 2011). Some foreign language institutes in China began using contemporary media such as radio, film, and tape recorders to complement foreign language teaching as early as the 1950s (Chen & Dai, 1991).

In the process of teaching English, video materials play a significant role. Video materials have a significant impact on English instruction, as they encourage students to become involved in the subject and thus improve their learning ability.

Film and television materials are vivid textbooks in comparison to standard textbooks. It has clear benefits in terms of enhancing students' English proficiency and communicative abilities. Now is the time for educational personnel to argue for the use of original English films and videos in hearing and speaking classes, to disrupt the traditional teaching approach, and to make some attempts to entirely overturn China's "Dumb English" status quo (Chen, 2012).

2.4.2 The Characteristics of Documentary Films

Documentary films are a unique art form that is distinguished by its creative treatment of real-life material in response to current social situations (Li, 2016).

Among the leading organizations that produce English original documentary films, such as National Geographic Channel, Discovery Channel, and the BBC, these productions are noted for their rich visual imagery, intellectually stimulating content, and precise pronunciations, which provide English language learners with an excellent opportunity to enhance their language proficiency and communicative competence (Xiang, 2017).

Audio-visual materials can promote learners' English skills and interest in learning. The documentary films, in particular, are type of video materials. Documentary films, in addition to having the characteristics of video materials, also have some characteristics that can help with learning, as listed below:

Accurate Language Expression

Sang (2004) notes that English documentary films are characterized by succinct and coherent narratives, composed of short sentences that convey information in a clear and accessible manner. Additionally, the language used in English documentary films is highly idiomatic, with the choice of words and phrasing being both rhythmical and appropriate for conversational settings, thereby providing English language learners with a rich source of language input and models for communication.

For example, in the commentary of "Amazing China—perpetually white mountain," the following is a list of sentences: 1) At the top of the main mountain, there is a crater lake with an altitude of 2100 meters. It is called 'TianChi' in Chinese. 2) Tianchi is the largest crater lake in China, and it is the deepest mountain lake around the world as well. 3) It is extremely difficult to visit the mountain during the winter.

To sum up, the example sentences above demonstrate that the sentences are precise and concise and that they are mostly in simple form. The sentences contain neither complicated words, making them suitable for daily conversation.

A Diverse Culture

Language and culture are inseparable. English documentary films are an important medium for learning about the culture. When students would like to learn a language in-depth, they should have a thorough understanding of the language's cultural heritage (Bai, 2012).

When it comes to cultural expression, English documentary films perfectly meet the needs of English learners. Many documentary films provide a wealth of knowledge about history, culture, art, philosophy, sociology, etc. However, the textbooks used in schools today lack this wealth of information (Ou, 2009). It undoubtedly broadens perspectives, enriches spiritual worlds, and aids in the improvement of information foundation for students in high school or college.

The use of English and visuals in documentary films can have a positive impact on the motivation of language learners, as it provides them with valuable information (Xiang, 2017).

Standard Pronunciation

Accurate pronunciation is a crucial element in language learning. When English pronunciation instruction in class deviates from the standard, or when textbooks and recorded materials do not align with authentic pronunciation, it can impede student progress and even demotivate them (Díaz-Ducca, 2015).

For students, rote memorization of English vocabulary and exercises is boring and through the traditional way of learning English, most of the time the pronunciation of words and sentences is ignored. Students can participate in a unique type of learning experience by combining documentary films in English as a learning resource. Through English documentary films, students can acquire native speakers' voices, slang, and precise pronunciation. Accordingly, English documentary films are wonderful and rich teaching resources for learning the language (Uner, 2009).

2.4.3 The Advantages of using Documentary films in Speaking English Lessons

Building on the characteristics listed in the previous section, this section would provide a brief overview of the benefits of documentary films, specifically the benefits of using documentary films in the English classroom, in light of the subject matter of this study.

Documentary films expose students to aspects of the world that they might not have considered otherwise. It can convey real images, sounds, and concrete stories, in addition to authenticated content, that evokes a strong sense of experience and deepen interest in the subject matter. In addition to its educational function, documentary films can provide learners with emotional value, which is significant for personal development and attitude formation. In other words, in addition to auditory and visual inputs, affective or emotional factors are also crucial, and documentary films are particularly effective in cultivating this ability (Vyčichlová, Šnokhousová, Rozum, Valouch, & Součková, 2015).

Using documentary films in the English classroom have numerous benefits for both educators and students, as discussed below:

Teacher

English documentary films for English language teaching can assist teachers in their professional development.

Firstly, teaching English documentary films can improve teachers' professionalism and skills. Before teaching, teachers should carefully consider the teaching plan for utilizing English documentary films and how to better apply the resources, which can help teachers change their educational thinking and improve their professionalism.

Secondly, English documentary films can promote teachers' innovative teaching methods, encouraging teachers to take the initiative to enhance the quality of their instruction and energize the classroom atmosphere. Moreover, due to the creative and visually engaging nature of English documentary films, they can aid instructors in bridging the gap between themselves and their students, thereby enabling the instructors to wield more influence within the classroom (Zhou, 2021).

Student

First of all, learners can enhance their memory by supplementing their learning with English documentary films. English documentary films can engage students' auditory and visual senses in learning because they are more colorful than traditional materials. The combination of visual and auditory stimuli in English documentary films can activate learners' cognitive processes and enhance their retention of new vocabulary and grammatical structures, leading to more durable memories compared to traditional input-based language instruction. Moreover, the opportunity for students to imitate and practice pronunciation and take notes can foster active engagement and self-directed learning, which are critical for effective language acquisition (Fan, 2016).

Experiments in memory psychology have shown that the forgetting rate for the same learning material is 85 percent after three days of auditory alone, 40 percent after three days of visual alone, and 25 percent after three days of audio-visual simultaneously (Du, 2010).

Secondly, it provides students with a sense of accomplishment and confidence while also improving their overall English skills. Students will gain a definite learning experience from this teaching mode, strengthen their interest and concentration, and then think about how to do deeper English learning better step by step (Zhou, 2021).

Thirdly, culturally, the documentary films broaden students' perspectives and raises their cultural awareness. It aids in bridging the cultural divide by providing contextual cultural information. Culture, art, astronomy, geography, biology, physics, biology, and history are some of the topics covered in the documentary films. Each documentary film uses language to communicate its subject matter and has a strict structural design. Students learn authentic English while expanding their horizons and exercising their minds (Fan, 2016).

Finally, documentary films, on the other hand, improve learning diversity, making it more interesting for pupils and allowing them to stay psychologically motivated (Muslimah, Usman, & Iskandar, 2021). Unlike movies and TV shows, documentary films provide objective and positive content that helps students acquire a positive mentality about life and an inquiring mind (Fan, 2016).

To recapitulate, the combination of sound, pictures, and music used in documentary films in the English classroom offer a relaxing learning environment for pupils. The use of documentary films in English classes is a topic that requires continuous research. Educators should also consider some problems, such as which documentary film resources to employ based on student's interests and abilities, how to use various tactics to engage students to study, and how to blend educational content and video materials seamlessly. The use of documentary films in English classes is a worthwhile investigation that aids researchers and educators in gathering valuable information and has vital practical implications for future improvements in students' English proficiency and independent learning ability (Li, 2013).

In this research, the researcher would choose an appropriate documentary film to design a lesson plan before teaching. The purpose of the research would be affected (Tomlinson & McTighe, 2006).

The selection of documentary films should take into account the following criteria:

- 1) The documentary film content should be integrated with English textbooks and is relevant to real life.
- 2) The documentary film's English narration is moderately rapid, with straightforward and fascinating content.
- 3) Bilingual subtitles are available in documentary films.
- 4) The content of the documentary film is aligned with the learning objectives.
- 5) The pronunciation in the documentary film is clear and consistent with the learners' present English proficiency.

Documentary films would be utilized to teach English in this study. The procedure is as follows: 1) Review the knowledge from the previous lesson and introduce the course topic. Briefly explain the overall content and difficult words of the documentary film to give students a scientific understanding of the documentary film. 2) Playing the documentary film clip without subtitles and recording some of the words and sentences that students hear. And then, replay the documentary film clip with subtitles and have students correct the sentences and words they recorded. Meanwhile, the teacher can summarize students' correct rates and ask some questions and play the documentary film with bilingual subtitles once more. 3) Students are requested to deliver a quick recounting of the documentary film in English, with key vocabulary and phrase expressions from the documentary film clarified in combination with textbook information. 4) Arranging classroom activities, including role-play, group discussion, presentations, etc. The researcher can choose the appropriate activities to implement. Finally, concluding and assigning homework.

2.5 RELATED RESEARCH STUDIES

Researchers have done a lot of work in recent years to see if the documentary films can help students enhance their English speaking skills. The literature on documentary films and English language learners would be reviewed and summarized in this section.

Mainake (2016) studied the documentary film presentation: an effective way of fostering students' oral skills. The research objectives were the English for Special Purposes Documentary Program (ESP) curriculum helped high school students develop their ability to effectively communicate information about the video's topic in English. And, the results of the study have shown that students became more motivated to use English and liked the approach to teaching.

Křivanová (2021) studied the use of documentary films in English language teaching. The overall purpose of this research is to determine whether documentary films used in High school English classes are effective in terms of teaching outcomes, as well as the main benefits of documentary films. The researchers concluded that the study results found that documentary films can help learners develop critical thinking or speaking skills, and also build confidence in their learning and social relationships with confidence.

Muslimah et al. (2021) researched teaching speaking report text through documentary film. The research objective was to demonstrate whether the implementation of documentary films could improve students' speaking skills and the. The result was that using documentary film teaching improves students' speaking skills.

Jiang (2018) stated that analyzing the application of English film and television works in high school English teaching. The research objectives were to solve the issue of Chinese high school students' poor English speaking skills while also increasing their desire to learn. Finally, the result of this study is that through a series of analyses and studies, the researchers found that both documentary films and

short films can improve high school students English skills as long as they are appropriate for the content they are learning. It helps students enhance their speaking skills, and even improve their listening, writing, and reading skills to some extent.

Siregar (2021) studied the effectiveness of using nature animal documentary films on students' ability in learning vocabulary in eleventh grade. The main research objective was to understand the impact of nature animal documentary films on the English vocabulary skills of high school students. The researchers ultimately demonstrated that, compared to traditional PPT instruction, the use of documentary films had a positive impact on learners' ability to learn English vocabulary and their interest in learning.

Zhu (2011) conducted an empirical study on listening teaching in senior high school through authentic movies. The purpose of this study was that how to guide students in using appropriate film and television materials for English learning, as well as student opinions. The level of study was grade 10 in high school. The study's results demonstrate that using film and television materials in the English classroom can foster an authentic listening and speaking learning environment, increase student motivation, and enhance the student's English proficiency over time.

All of the studies mentioned previously showcase the most recent articles on the utilization and advancement of documentary films in English language education, and they all highlight the importance and advantages of utilizing documentary films in such education. Numerous researchers have proven through various pedagogical studies and literary analyses that documentary films are practical and effective teaching methods in ELT. This has been suggested and referenced by other experts in this field. Given this, the researcher is motivated to explore the potential impact of incorporating documentary films on the English speaking proficiency of 10th grade students in China.

CHAPTER 3

RESEARCH METHODOLOGY

This chapter focuses on the methods used to address the research questions, and it mainly describes in detail about research design, population and sample of the study, research instrument, validity and reliability, data collection procedure and data analysis.

3.1 RESEARCH DESIGN

The study used a quantitative approach, specifically a quasi-experimental research design, to investigate the effect of using documentary films in teaching English speaking skills to grade 10 high school students.

The use of quasi-experimental research design allowed for a systematic examination of the impact of using documentary films in teaching English speaking skills to high school students. While some qualitative data was collected, the overall focus was on quantitative analysis.

The purpose of using this method was to examine whether the English speaking skills of grade 10 Chinese students improved through documentary films instruction and to determine the opinions of students who used documentary films in the English classroom.

To evaluate the efficacy of the program, the researcher assessed students' English speaking skills during four weeks of lessons, with particular emphasis on the grades obtained in the first and fourth weeks, in order to gauge their speaking proficiency.

Regarding students' opinions, the researcher divided them into three parts: the teacher, procedure, and teaching materials. To obtain the study's outcomes, the researcher assessed students' opinions through a questionnaire in this paper. The data were analyzed using a Likert scale approach.

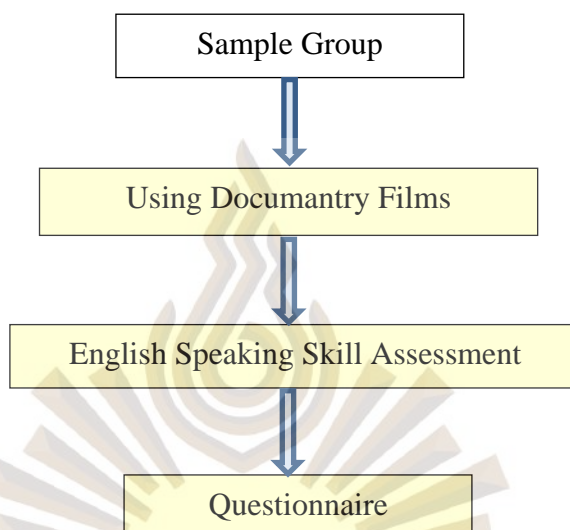


Figure 3.1 Process of research design

3.2 POPULATION AND SAMPLE OF THE STUDY

The target population of this study was grade 10 students in China. They were students at a private high school in Haikou, Hainan Province, China. The study participants ranged in age from 14 to 16 years old, were mixed gender, and had different English speaking skills, with 15 boys and 15 girls having normal learning capacity.

The experimental group received English instruction through documentary films, and their English speaking ability was assessed through week 1 and week 4 measures. The table below presents basic demographic information on the participants of the experimental group.

Table 3.1 Demographic information of project participants

Statistical table of participant			
Details	Female	Male	Total
Number	15	15	30
Age	14-16	14-16	

3.3 RESEARCH INSTRUMENTS

In this research, there are three research instruments as follow:

3.3.1 Lesson Plans

The researcher prepared four lesson plans and four topics in four weeks as shown in table 3.2. Based on a textbook for grade 10 high school students in China, the documentary films were used to teach Chinese students spoken English, specifically the content taught in the four lessons including: 1) words, 2) pronunciation, 3) sentence expressions, and 4) logical relationships.

Table 3.2 Basic Information of Lesson Plans

Lesson	Topics	Learning Objectives
Lesson 1	Words	1.To examine the English speaking skills improvement of grade 10 Chinese students using documentary films.
Lesson 2	Pronunciation	
Lesson 3	Sentence Expressions	2.To investigate grade 10 Chinese students' opinions towards using documentary films.
Lesson 4	Logical Relationships	

3.3.2 English Speaking skills Assessment

To collect data on the effectiveness of teaching English through documentary films, this study administered an English speaking skills assessment to evaluate the English-speaking proficiency of the participants during the instructional period. The students' speaking scores were recorded for four weeks, with a particular focus on comparing the scores of the first and fourth weeks. The students' speaking proficiency was assessed using an evaluation rubric outlined in Appendix C.

3.3.3 Students' Opinions

The researcher used a questionnaire in this study and divided the students' opinions into three categories: the teacher, the procedure, and the teaching material. The data obtained was analyzed using a Likert scale ranging from 1 to 5, specifically (1) Strongly dislike (2) Dislike (3) Neutral (4) Like (5) Like very much.

Table 3.3 Instruments used for each objective

Research Objectives	Research Instruments
To examine the English speaking skills improvement of grade 10 Chinese students using documentary films.	English speaking skills assessment
To investigate grade 10 Chinese students' opinions toward using documentary films.	Questionnaire

3.4 VALIDITY AND RELIABILITY OF RESEARCH INSTRUMENTS

3.4.1 Validity

Meaningful tests are those that have a perfect fit with and curriculum (Cole & Nitko, 1981). Hambleton (1980) proposed an index for determining how well individual items fit a specific goal. When experts evaluate instructional objectives, they use a three-point scale with scale values ranging from +1 to -1.

This fractional range is denoted by:

+1: denotes items that have been determined to achieve the study objectives.

0: indicates that the project is unsure whether it achieves the research objectives.

-1: indicates that the project did not reach the objectives of the study.

In this research, the researcher designs all the research instruments to find out IOC from three experts. The formula for calculating IOC is $\frac{\sum r}{n}$, 'r' represents the sum of the score of individual experts, and 'n' represents the number of experts who validate the items. If the value of the test item is in between 0.5 - 1.00, it is considered accurate and acceptable. But, if the value is below 0.5, it indicates that the item needed to be rephrased according to the expert's comments.

For this research, all the research instruments could have more than 0.67. (Appendix F-H)

3.4.2 Reliability

Reliability is the foundation for a proper method of checking the quality of a questionnaire or instrument, facilitating quality testing in terms of consistency, stability, and equivalence, and is an important step in the research process (Jaison, 2017). The

research instruments, both English speaking skills assessment and students' opinions questionnaire were piloted on a different group of 30 Grade 10 students in the same school. The researcher then administer to evaluate the reliability of the achievement test from the Kuder-Richardson (KR-20). And also, the students' opinions questionnaire evaluates the reliability of Cronbach's Alpha Coefficient. In general, the reliability scores equal to or greater than 0.7 indicate that the items are more stable and reliable. If the score is less than 0.7, indicates that the research project is not reliable enough, and some changes should be made. The table shows Cronbach's Alpha coefficient.

Table 3.4 Cronbach's Alpha Coefficient

Cronbach's Alpha	Internal Consistency
$\alpha \geq 0.9$	Excellent
$0.9 > \alpha \geq 0.8$	Good
$0.8 > \alpha \geq 0.7$	Acceptable
$0.7 > \alpha \geq 0.6$	Questionable
$0.6 > \alpha \geq 0.5$	Poor
$0.5 > \alpha$	Unacceptable

A reliability test was administered on a questionnaire among 30 students who were not part of the sample group. The test used Cronbach's Alpha to compute their responses, and yielded a satisfactory score of 0.74, indicating statistical acceptability.

3.5 DATA COLLECTION PROCEDURES

3.5.1 Ethical Consideration and Confidentiality

Firstly, the researcher contacted the principal and teachers of the Chinese school to develop a research plan. Furthermore, before carrying out the research plan and collecting data, the researcher explained the purpose of the study and the research process, and obtained consent from the participants. Secondly, the researcher provided

the participants with comprehensive information about all research procedures, including students' biographical data and questionnaire responses, before proceeding with data collection. To maintain confidentiality, all data were securely stored and subsequently removed by the researcher once the study was completed.

3.6 DATA ANALYSIS

The data collected throughout the study were separated into two sections for management and analysis. In order to examine the participants' level of improvement in their English speaking skills and their opinions through documentary films, English speaking skills assessments were employed to assess their English speaking abilities. Additionally, a questionnaire was used to collect quantitative data regarding the students' opinions, in order to confirm the accuracy of the research data and outcomes.

3.6.1 Analysis of English Speaking skills

The data collected from week 1 and week 4 were analyzed using paired sample T-Test (T-Test sampling) with suitable software computer programs. The comparison was based on mean, significant value, and standard deviation. The analysis examined the improvement of the participants' English speaking skills in the use of documentary films.

The range of scores in the table below represented the classification of students' English speaking proficiency.

Table 3.5 The range of speaking score interpretation

Score Range	Students' Speaking English Level
16- 13	Excellent
12- 9	Good
8-5	Fair
4	Needs improvement

3.6.2 Analysis of Student's opinions

In order to gather the opinions of the participants in this study, a questionnaire with 15 items was used. After collecting the data, a statistical analysis utilizing frequency-based, mean values was used to describe the responses of the participants to each item.

The interpretation of the questionnaire results was based on the range of mean score interpretation below.

Table 3.6 The Range of Mean Score Interpretation

Mean Score Range	Students' opinions Level
5.00-4.21	Highest
4.20-3.41	High
3.40-2.61	Moderate
2.60-1.81	Low
1.80-1.00	Lowest

CHAPTER 4

RESULTS

The purpose of this quantitative dissertation was to investigate the use of documentary films to improve the English speaking skills of Chinese Year 10 students, as well as to investigate students' perceptions of the use of documentary films in the English curriculum. The results were derived from the following research instruments: English speaking skills assessment and questionnaire. The impact of documentary films were determined specifically through comparative and content analyses. The data results are presented in the following order in this chapter:

4.1 Analysis for English speaking skills of grade 10 Chinese students after using documentary films.

4.2 Analysis for the students' opinions of grade 10 Chinese students after using documentary films.

4.1 ANALYSIS FOR ENGLISH SPEAKING SKILLS OF GRADE 10 CHINESE STUDENTS AFTER USING DOCUMENTARY FILMS

The data collected from the English speaking skills assessment was analyzed using paired sample T-Test with a suitable computer program. Specifically, the English speaking scores of the participants in the first week were compared to those in the fourth week. The comparison was based on the mean, significant value, and standard deviation. The primary objective of the analysis was to investigate the extent to which the participants' English speaking skills were enhanced through the utilization of documentary films.

4.1.1 Analysis of the scores from week 1 and week 4

The data collected from the week 1 and week 4 were analyzed using paired sample T-Test (T-Test sampling) by using a suitable software computer program as shown below.

Table 4.1 Week 1 and Week 4 Comparison with Paired sample T-Test

Group	Week 1		Week 4		Mean difference	T	P-value
	\bar{X}	SD	\bar{X}	SD			
Sample Group	7.00	2.86	8.40	3.01	-1.40	-12.339	.000**

From the table 4.1 above, displays the mean scores for the week 1 was 7.00 with the standard deviation of 2.86 while the week 4 mean score was 8.40 with the standard deviation of 3.01. The mean of the week 4 of the sample group was greater than the mean score of the week 1. The results of P-value .000 showed statistically significant gain that indicated significant increase in scores of week 4 as compared to week 1. For the study to be significant the P value should be less than 0.05.

4.1.2 Comparison of English speaking skills Assessments Scores of the Sample Group

This section focused on the use of documentary films in the classroom and examined the improvement of participants' English speaking skills. The students' speaking skills were assessed based on the criteria for each component of speaking, and the range of scores in the table below indicated the level of their English-speaking proficiency.

The following table presented the speaking proficiency of the 30 students in this study, assessed on four weeks when documentary films were used to teach English lessons.

Table 4.2 The English speaking skills assessments scores for the sample group

Student ID	Week 1	Week 2	Week 3	Week 4	Mean	Interpretation
1	5	5	6	7	5.75	Fair
2	5	5	6	6	5.50	Fair
3	5	6	6	7	6.00	Fair
4	5	5	6	6	5.50	Fair
5	6	5	6	6	5.75	Fair
6	5	5	5	6	5.25	Fair
7	5	6	6	6	5.75	Fair
8	6	6	7	7	6.50	Fair
9	6	6	7	8	6.75	Fair
10	9	9	9	10	9.25	Good
11	5	5	6	6	5.50	Fair
12	13	13	14	15	13.75	Excellent
13	9	10	11	11	10.25	Good
14	13	13	14	14	13.50	Excellent
15	5	5	5	6	5.25	Fair
16	5	6	6	7	6.00	Fair
17	4	4	5	5	4.50	Needs improvement

Table 4.2 The English speaking skills assessments scores for the sample group (Cont.)

Student ID	Week 1	Week 2	Week 3	Week 4	Mean	Interpretation
18	5	6	7	8	6.50	Fair
19	9	9	10	11	9.75	Good
20	9	10	11	11	10.25	Good
21	12	13	13	14	13.00	Excellent
22	9	9	10	10	9.50	Good
23	5	6	5	6	5.50	Fair
24	5	5	5	6	5.25	Fair
25	4	4	5	5	4.50	Needs improvement
26	5	6	7	7	6.25	Fair
27	13	13	14	14	13.50	Excellent
28	9	9	10	11	9.75	Good
29	5	5	6	6	5.50	Fair
30	9	9	10	10	9.50	Good
Mean (\bar{X}) scores	7.00	7.27	7.93	8.40		

According to the table 4.2 presented above, 17 students performed at a fair level in the four observation assessments. Only two students were at the needs improvement level, while seven students were at the good level and four were at the excellent level. Each student demonstrated a different level of performance in the four weeks, and with improvement, it can be concluded that the documentary films helped students to enhance their English speaking skills.

To better visualize the improvement of students' speaking skills, a comparison between the week 1 and week 4 scores of each individual in the sample group is shown in table 4.3.

Table 4.3 Individual week 1 & week 4 scores of the sample group

Student ID	Week 1 (Full Score=16)	Week 4 (Full Score=16)	Improvement in test Scores	% difference
1	5	7	2	12.5%
2	5	6	1	6.25%
3	5	7	2	12.5%
4	5	6	1	6.25%
5	6	6	0	0%
6	5	6	1	6.25%
7	5	6	1	6.25%
8	6	7	1	6.25%
9	6	8	2	12.5%
10	9	10	1	6.25%
11	5	6	1	6.25%
12	13	15	2	12.50%
13	9	11	2	12.50%
14	13	14	1	6.25%
15	5	6	1	6.25%
16	5	7	2	12.50%
17	4	5	1	6.25%

Table 4.3 Individual week 1 & week 4 scores of the sample group (Cont.)

Student ID	Week 1 (Full Score=16)	Week 4 (Full Score=16)	Improvement in test Scores	% difference
18	5	8	3	18.75%
19	9	11	2	12.5%
20	9	11	2	12.5%
21	12	14	2	12.5%
22	9	10	1	6.25%
23	5	6	1	6.25%
24	5	6	1	6.25%
25	4	5	1	6.25%
26	5	7	2	6.25%
27	13	14	1	6.25%
28	9	11	2	6.25%
29	5	6	1	6.25%
30	9	10	1	6.25%
Mean (\bar{X}) scores	7.00	8.40	1.40	8.75%

The present study examines the efficacy of documentary films-based approach for teaching English to 30 Chinese students in Hainan, China. The researchers collected from week 1 to week 4 speaking scores to assess the effectiveness of the instructional method. Table 4.3 shows the students' week 1 and week 4 scores. The score shows the improvement in the performance of the students after being taught using documentary films. In the week 1, the highest score of the students was 13 and the lowest score was 4 whereas the highest score of the students was 15, and the lowest score was 5 in the week 4. Student serial number 18 showed huge improvement with a difference of 3 points (18.75%). The result scores showed that the week 4 scores were higher than the week 1 ones.

The mean (\bar{X}) scores of the week 1 and week 4 were 7.00 and 8.40 respectively, resulting in a mean (\bar{X}) difference of 1.4. It exhibited that a majority of students had an improvement in their learning achievement during the week 4. Figure 4.1 below shows the participants' week 1 and week 4 scores.

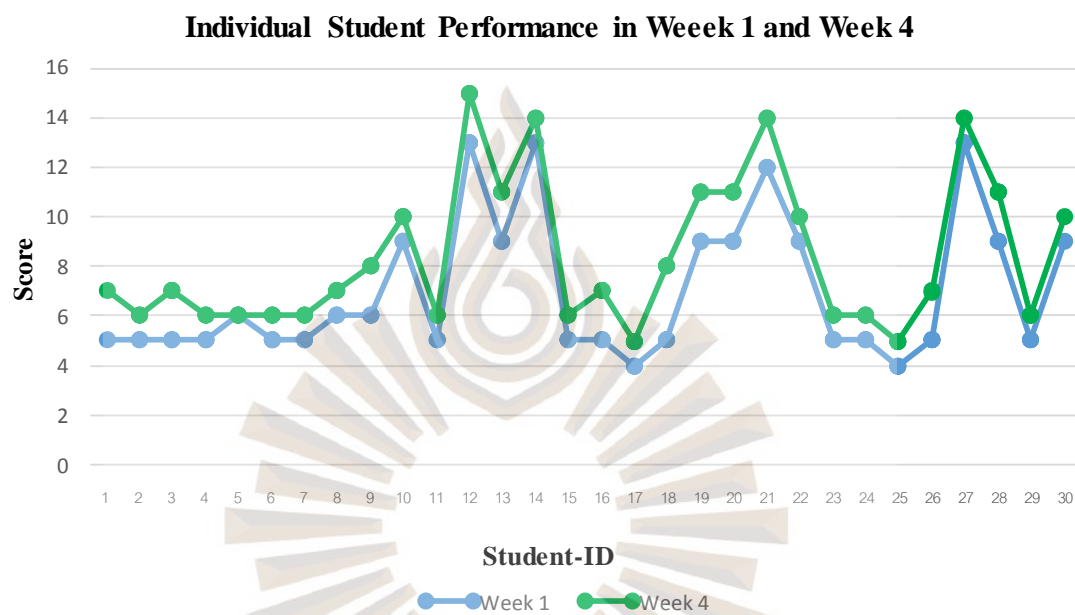


Figure 4.1 Graphical representation of students' week 1 and week 4 scores

Figure 4.1 shows that the blue line in the figure represents the results from the week 1, while the green line displays the results from the week 4. It is evident from the fact that the students' week 4 scores increased that the use of documentary films assisted in the students' improvement of their English speaking skills.

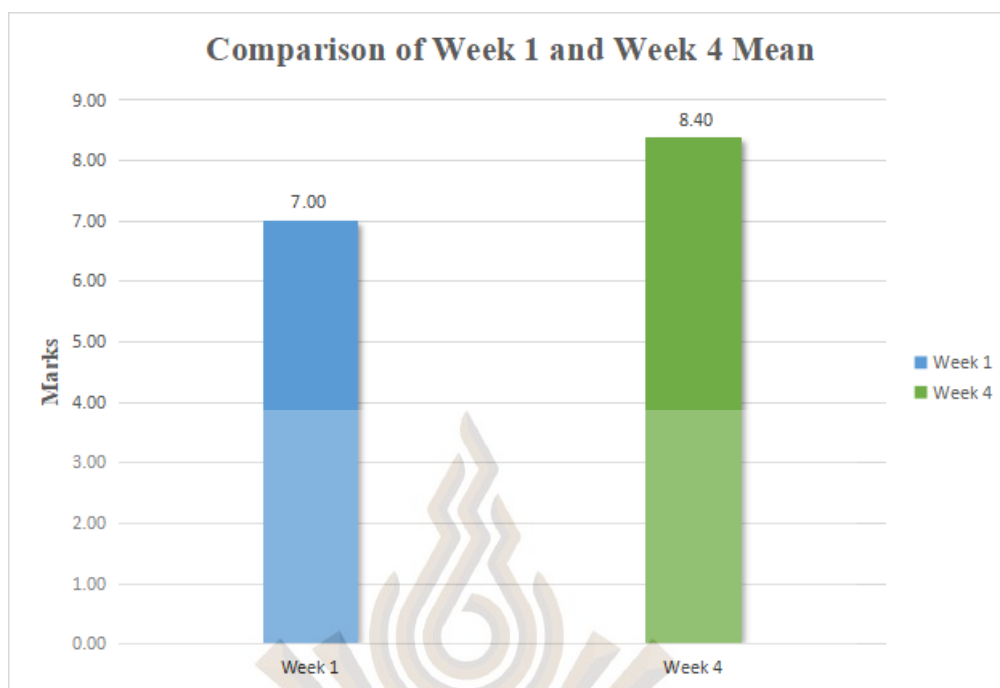


Figure 4.2 Comparison of week 1 and week 4

From the figure 4.2 comparison: the mean (\bar{X}) score of the week 4 (8.40) was higher than that of the week 1 (7.00). It indicated that there was a rise in the week 4 scores compared to the week 1 scores after the use of documentary films. The blue bar represents the week 1 mean score and the green bar represents the week 4 mean score of the student's achievement respectively.

4.2 ANALYSIS FOR THE STUDENTS' OPINIONS OF GRADE 10 CHINESE STUDENTS AFTER USING DOCUMENTARY FILMS

In order to gather the opinions of the participants in this study, a questionnaire with 15 items was used. After the data was collected, a statistical analysis was utilized which relied on frequency-based mean values to describe the responses of the participants to each item.

Students' opinions of the use of documentary films in English-speaking classes were collected using a five-point Likert scale, where 1= very dissatisfied and 5 = strongly satisfied. There were three sections to the questionnaire: teacher, procedure, and teaching materials. In addition, each section contains 5 questions.

Part 1: Teacher (5 questions)

Part 2: Procedure (5 questions)

Part 3: Teaching materials (5 questions)

The questionnaire was given to all 30 (N=30) study participants. Frequency analysis, as well as descriptive analysis (mean and standard deviation), are used separately below.

Tables 4.4-4.6 show the students' opinions on each of the three sections of the questionnaire. For the students' opinions of Part 1: Teacher was shown below.

Table 4.4 Mean and Standard Deviation (SD): Part 1- Teacher (N=30)

	Part 1- Teacher	Mean	SD	Interpretation
1	Do you like the teacher's methodology?	4.70	.47	Highest
2	Are the teaching activities designed interesting to you?	4.63	.49	Highest
3	Does the teacher have well organized to help you more understand in the lesson?	4.37	.62	Highest
4	Is it effective for teachers to use documentary films for teaching speaking?	4.30	.70	Highest
5	Could the teacher improve your ability in speaking English skills?	4.63	.56	Highest
	Average	4.53	.57	Highest

The frequency analysis reveals that the students' opinions of grade 10 Chinese students after using documentary films were satisfied with the teacher at the highest level (\bar{X} =4.53, SD =.57). Question 1 indicated that the student most liked the teacher's

methodology at the highest level (\bar{X} =4.70, SD =.47). And the lowest in question 4 but it was still at the highest level (\bar{X} =4.30, SD =.70). Shown that the documentary films were more effective for the teacher in improving the students in English speaking skills.

For the students' opinions of Part 2: Procedure was shown below.

Table 4.5 Mean and Standard Deviation (SD): Part 2-Procedure (N=30)

	Part 2- Procedure	Mean	SD	Interpretation
6	Is the teaching and learning process appropriate?	4.33	.71	Highest
7	Is teaching management consistent with the content and purpose of the lesson?	4.47	.57	Highest
8	Is the duration for using the documentary film in the teaching of each lesson appropriate?	4.23	.68	Highest
9	Is the documentary film well organized to help you to understand the lesson better?	4.57	.57	Highest
10	Do you enjoy this English class activities and process of teaching?	4.50	.78	Highest
	Average	4.42	.66	Highest

The frequency analysis reveals that the students' opinions of grade 10 Chinese students after using documentary films were satisfied with the procedure in the highest level (\bar{X} = 4.42, SD =.66). Question 9 indicated that the student most liked the procedure at the highest level (\bar{X} = 4.57, SD =.57). And the lowest in question 8 but it was still at the highest level (\bar{X} = 4.23, SD =.68). The results indicate that using documentary films improved the students' English speaking skills effectively.

For the students' opinions of the Part 3: Teaching materials was shown below.

Table 4.6 Mean and Standard Deviation (SD): Part 3-Teaching materials (N=30)

	Part 3- Teaching materials	Mean	SD	Interpretation
11	Is the selected documentary film genre appropriate for the content and class level?	4.57	.50	Highest
12	Are documentary films helpful and make learning English more fun?	4.73	.45	Highest
13	Did the use of documentary films in teaching make you more interested in learning English?	4.43	.63	Highest
14	Can the use of documentary films in teaching help you to improve the English speaking skills?	4.47	.73	Highest
15	Are you satisfied with the use of documentary films in teaching?	4.57	.63	Highest
	Average	4.55	.59	Highest

The frequency analysis reveals that the students' opinions of grade 10 Chinese students after using documentary films were satisfied with the teaching materials at the highest level ($\bar{X}= 4.55$, $SD=.59$). Question 12 indicated that the student most liked the teaching materials at the highest level ($\bar{X}= 4.73$, $SD=.45$). And the lowest in question 13 but it was still at a highest level ($\bar{X}= 4.43$, $SD=.63$). These results suggest that the use of documentary films was more effective in improving the students' English speaking skills in terms of teaching materials.

CHAPTER 5

CONCLUSION, DISCUSSION AND RECOMMENDATIONS

This chapter indicates the study's summary, and the content is presented in the following order:

- 5.1 Conclusion
- 5.2 Discussion
- 5.3 Recommendations

5.1 CONCLUSION

The two research objectives were stated for this study:

To examine the English speaking skills improvement of grade 10 Chinese students using documentary films.

To investigate grade 10 Chinese students' opinions towards using documentary films in learning English speaking skills.

This study employed a quantitative research methodology to assess the English speaking skills of Grade 10 Chinese students in Hainan Province, China, for a period of four weeks. Additionally, a questionnaire was administered to collect data from the participants. Based on the gathered data, the following conclusions were drawn:

5.1.1 The Result of the English speaking skills Data Analysis

The first objective of this study was to examine the English speaking skills improvement of grade 10 Chinese students using documentary films. The results of the week 1 and week 4 would be analyzed in this section using a paired sample T-test to

compare the sample groups' differences in English speaking assessments. The researchers discovered this through data collection were revealed.

1) The paired sample T-test analysis of scores demonstrated that the mean score of the week 4 in this study was higher (8.40) than the week 1 (7.00) with a mean difference of (1.4). Additionally, the standard deviation values for the week 1 and week 4 of the sample group were 2.86 and 3.01 respectively. The sample group's week 4 mean scores were significantly higher than those from the week 1, showing that the documentary films generally could improve students' speaking skills.

2) The above quantitative data analysis expressions showed an improvement in the student's English-speaking skills. Therefore, the results of the study suggest that documentary films can improve the English speaking skills of grade 10 Chinese students.

5.1.2 Students' opinions Analysis

The second objective of this study was to investigate grade 10 Chinese students' opinions towards using documentary films. In order to collect data, this study used a Likert scale to investigate the participants' opinions results concluding that students had positive opinions towards using documentary films.

1) The data from the first part of the questionnaire showed that grade 10 Chinese students were most satisfied with their teachers after watching documentary films ($\bar{X}=4.53$, $SD=.57$). The data for question 1 showed that participants liked the teacher's teaching methods ($\bar{X}=4.70$, $SD=.47$). And, question 2 displayed that many students were interested in the teacher's teaching activities ($\bar{X}=4.63$, $SD=.49$). In addition, most of the participants found the documentary films an effective way to improve their speaking.

2) The data from the second part of the questionnaire showed that grade 10 Chinese students were more satisfied with the procedure after using the documentary films ($\bar{X}=4.42$, $SD=.66$). Question 9 displayed that the procedure can help students understand the lesson better ($\bar{X}=4.57$, $SD=.57$). From the data of question 10, we can see that the majority of learners like these English class activities and process of teaching ($\bar{X}=4.50$, $SD=.78$).

3) The third part of the questionnaire demonstrated the participants' satisfaction with the documentary films as a material (\bar{x} = 4.55, SD =.59). Specifically, the mean score of question 12 illustrated that many participants found that using documentary films to learn English would increase their interest in learning and even make learning more interesting (\bar{x} = 4.73, SD =.45).

5.2 DISCUSSION

The research provided two major findings. The first finding of this study was that Grade 10 Chinese students showed improvement in their English speaking skills through the use of documentary films. The second finding was that Grade 10 Chinese students expressed positive opinions with using documentary films to learn English speaking skills. The following sections detailed the findings and explained the research questions of this study.

5.2.1 Student's English Speaking skills

The results show that using documentary films could improve students' English speaking skills. A majority of participants in this study improved to varying degrees. In comparison, the mean week 4 score (8.40) increased by 1.4 points when compared to the week 1 score (7.00). Furthermore, student number 18 improved by 18.75% on the week 4, scoring 8 points. As a result, all of the above findings address the first research question of this study.

The comparative data revealed that not only did the high achievers improve in this study, but so did the mediocre achievers. Student number 13, for example, received 11 points on the week 4 after receiving only 9 points on the week 1. Despite the small improvement in scores, it was clear that this item had an effect on English performance.

As Mainake (2016) found the inclusion of the documentary film in the English curriculum helped to develop students' ability to communicate effectively the

information on the subject of the English video, in addition, they became more motivated and proactive in using English.

One such finding was the study of Muslimah et al. (2021), which stated that the documentary film was able to help the student's speaking abilities, according to the pretest and posttest results from his research. It was also discovered that using the documentary films made the teaching activities more intriguing and helped the students learn new knowledge. Furthermore, Křivanová (2021) proposed that documentary films would help educators to achieve their English language teaching goals.

5.2.2 Students' opinions

To gather students' opinions on the effectiveness of using documentary films to improve their English speaking skills in the English classes, this study utilized a five-point Likert scale. The questionnaire had three sections, each with five questions, for a total of 15 questions. A five-point Likert scale was used to ask participants to rate. The findings of the descriptive statistical analysis of the survey data are as follows:

1) The majority of students chose 'strongly agree' and 'agree' in the questionnaire, with mean scores of 4.53, 4.42, and 4.55 for the three sections, indicating the highest level of satisfaction with the study.

2) The frequency analysis of the questionnaire results showed that the participants had a favorable attitude toward the use of documentary films in English language teaching.

3) When the data was collected and analyzed, it was discovered that students did not select the 'strongly dislike' option, indicating that all participants were interested in the use of documentary films as a teaching method.

Jiang (2018) found out the documentary films serve an important educational function. It can help students gain a deeper understanding of the language and culture as well as increase their interest and self-confidence in learning. Similarly, the

data from the questionnaire coincides with the view of Fan (2016). Firstly, it is exceedingly important that the documentary films enhanced students' interest in learning, and secondly that it helped them to exercise their thinking and enrich their knowledge. At the same time, documentary films could quickly attract the attention of learners and kept them focused in the English classroom supported by the study carried out by Li (2013).

All studies on the integration of documentary films and English teaching point to the benefits of documentary films in enhancing students' English language skills, leading to a more positive and optimistic approach to learning and using English. More importantly, the use of documentary films also make the atmosphere of English lessons more relaxed and enjoyable.

5.3 RECOMMENDATIONS

Based on the conclusions and findings, this section gives some recommendations, as follows:

5.3.1 Recommendations for Implementation

1) English teachers also recommend that students use the documentary films to improve other aspects of their skills, such as listening, writing, and reading. Even more, other language learning and interest development.

2) The documentary films might well improve English learning not only for Chinese grade 10 students but also for students of all ages. Primary school, junior high school, university, and so on.

3) Documentary films can also be used to learn about other important subjects such as history or geography. Since documentary films cover a variety of topics, students can select the one that corresponds to their requirements and interests. It not only assists students in learning about specific disciplines, but it also broadens their horizons.

5.3.2 Recommendations for Future Research

The following are some of the study's limitations, and the researcher makes recommendations for future research.

1) The sample for this study was limited to 30 Chinese students in Grade 10 of high school in China. Other similar studies could then be conducted in different cities in China and even in other non-native English-speaking countries based on this study, and expanding the sample size would help to validate the conclusions drawn from this study.

2) This study only lasted four weeks. Future relevant studies should have a longer time for collecting the data and may you have some different conclusions and outcomes.

3) Similar studies could be conducted with other grades in schools in different geographical locations. Other similar studies could be conducted on this basis, for example, to improve students' listening or writing skills in English, for example, to help students learn Chinese, and other different research topics.

In conclusion, using documentary films in the English classroom have been shown to be an effective method of improving students' English speaking skills. What's more, it can pique students' interest in the subject of English, encourage them to use English, and assist teachers in meeting their teaching objectives. Because of the limitations of the number of participants in this study and the time available for the experiment, more researchers are needed to continue researching and validating this topic in the future. This paper is intended to help students recognize the educational role of documentary films and basic teaching, as well as to provide a wealth of experience and valuable inspiration for future researchers.

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Lesson Plan 1		
<p>Subject: English</p> <p>Topic: Amazing China:Perpetually White Mountains -Words</p> <p>Grade:10</p> <p>Class Strengths:30 Students (15males & 15 females)</p> <p>Time:100 minutes</p> <p>Student’s background knowledge: Students have studied English for more than 5 years, have a vocabulary ranging from 10 to 4000 words, and have basic listening, speaking, reading, and writing skills, as well as a speaking level that allows them to carry on simple everyday conversations.</p> <p>Teaching and learning strategy: Documentary,presentation, situational teaching</p> <p>Teaching and learning materials: PPT, Online learning materials.</p> <p>Lesson Objectives:</p> <p>1.Students will be able to master key words, phrases and grammar.</p> <p>2.Students will be able to memorize and comprehend the lesson's key terms if documentary films are used to teach them.</p>		
Content		
Stage	Teacher’s activities	Student’s activities
Introduce course topic	<p>1.Greet students.</p> <p>2.The teacher displays 5-6 photographs of famous places and scenery (such as, the Palace Museum in Beijing, the Eiffel Tower in Paris,) and asks students to respond in English to the names.</p> <p>3.Then, the teacher shows the images of the</p>	<p>1.Greet teacher.</p> <p>2.Interact with the instructor and answer related questions</p> <p>3.Listen carefully to the instructor and memorize the key points.</p> <p>4.Follow the teacher's instructions to find the word pictures corresponding to the scenery. In addition, answer the teacher's questions.</p>

Stage	Teacher's activities	Student's activities
	<p>place name words. And, ask students to find the names of places that correspond to the landscape pictures.</p> <p>4.Finally,the teacher asks students some questions and introduces the topic of the lesson.</p> <p>1)Have you ever traveled anywhere?</p> <p>2)Where in China do you prefer the scenery?</p>	
Implementation	<p>1.The teacher makes a group of 5.</p> <p>2.The teacher plays the documentary films (unsubtitled) and let them write down the words and phrases they hear in the documentary.</p> <p>3.The teacher shows the documentary films again with subtitles and students memorize the key words or phrases that appear.</p> <p>4.The words and</p>	<p>1.Watch the documentary clip</p> <p>2.Take brief notes as requested by the instructor during the viewing process</p> <p>3.Following the subtitles, students will revise the words and phrases they have overwritten and guess the meaning of the words.</p> <p>4.Students will understand and memorize the meaning of the words and answer questions from the teacher.</p>

Stage	Teacher's activities	Student's activities
	<p>phrases are explained according to the documentary films and materials to help students understand the usage.</p>	
<p>Presentation and practice</p>	<p>Activity:</p> <ol style="list-style-type: none"> 1.The teacher sets up scenario questions, assuming the students are a tour guide, and asks them to try to describe the scenery of White Mountains. 2.Each group began sharing ideas and practicing. 3.Every student come in front to present about this topic. Following the assessment rubric, the teacher will score them and record their results. 	<p>Activity:</p> <ol style="list-style-type: none"> 1.Students will share a presentation based on the topic, using the words and expressions taught in class. 2.Their classmates can share some more ideas and exchange ideas together. 3.Students will use key words or phrases to create sentences and presentation based on the topic.

Stage	Teacher's activities	Student's activities
Making conclusion	<p>1. The teacher tries to ask the students what they have learned from the activities and help them to get the new concepts.</p> <p>2. Assigning homework after class: Review key words, phrases and knowledge.</p>	<p>1. Students will conclude their views on what they have learned in the course.</p> <p>2. Students will review key words and phrases.</p>



Lesson Plan 2

Subject: English

Topic: Amazing China: Four Sisters Await for Adventures-Pronunciation

Grade: 10

Class Strengths: 30 Students (15 males & 15 females)

Time: 100 minutes

Student's background knowledge: Students have studied English for more than 5 years, have a vocabulary ranging from 10 to 4000 words, and have basic listening, speaking, reading, and writing skills, as well as a speaking level that allows them to carry on simple everyday conversations. Through the previous period, students learned simple words such as simple nouns, verbs and adjectives.

Teaching and learning strategy: Documentary films, presentation, task-based teaching

Teaching and learning materials: PPT, Online learning materials.

Lesson Objectives:

1. Students will master the pronunciation of some key words.
2. Students will learn some common pronunciation patterns in English.

Content

Stage	Teacher's activities	Student's activities
Introduce course topic	<ol style="list-style-type: none"> 1. Greet students. 2. Show some "word cards" to remind students of the key words and phrases they learned in the previous lesson. 3. Ask questions and share ideas. <ol style="list-style-type: none"> 1) Do you think it is important to pronounce the words? 	<ol style="list-style-type: none"> 1. Greet teacher. 2. Students will review the key points learned in the previous lesson. 3. Students will try to pronounce the words and then interact with the instructor and answer related questions. 4. Follow the audio recording to learn the pronunciation of the words

Stage	Teacher's activities	Student's activities
	<p>2)How does the pronunciation of words affect speaking?</p> <p>3)Can you share some ways to learn how to pronounce English words?</p> <p>4.Play the audio recording, students follow the recording to learn the pronunciation of some words and guess the topic of the lesson.</p>	<p>and interact with the teacher to guess the topic of the lesson.</p>
Implementation	<p>1.Firstly, play unsubtitled version of the documentary films. The teacher assigns classroom tasks and students try to shadow-follow and imitate the pronunciation.</p> <p>2.Show the passages that need to be filled in and let students try to fill in the blanks.</p> <p>3.Show the documentary again without subtitles and have students focus on the pronunciation of the</p>	<p>1.Students will imitate the pronunciation of the sentences in the documentary.</p> <p>2.Students will fill in the blanks with the words.</p> <p>3.Students will listen carefully to the pronunciation of the words they need to fill in the blanks.</p> <p>4.Based on the answers posted by the instructor, students will check and revise their answers and summarize their percentages of correctness.</p>

Stage	Teacher's activities	Student's activities
	<p>words they need to fill in the blanks.</p> <p>4. Show the documentary with subtitles and announce the answers on the fill-in-the-blank. Ask students for the correct number of words.</p>	
Presentation and practice	<p>Activity:</p> <ol style="list-style-type: none"> 1. Shadow-following training. The teacher will teach the students how to shadow following. 2. “What is the significance of the shadow-following method?” <p>Based on the topic, students share their opinions, express their views though make a brief presentation. The teacher scores and records their oral performance against the assessment rubric.</p>	<p>Activity:</p> <ol style="list-style-type: none"> 1. Students will learn the shadow following method. 2. Students will prepare for a period of time and then make a presentation.

Stage	Teacher's activities	Student's activities
Making conclusion	<p>1. Students try to summarize the content of the lecture. After that, the teacher adds to what the students have summarized.</p> <p>2. Assigning homework after class: Review key words, phrases and knowledge. The teacher asks students to preview the lesson.</p>	<p>1. Students will conclude their views on what they have learned in the course.</p> <p>2. Students will review key words and phrases.</p>



Lesson Plan 3		
<p>Subject: English</p> <p>Topic: Amazing China:Lake with Amazing Colors-Sentence expressions</p> <p>Grade:10</p> <p>Class Strengths: 30 Students (15 males & 15 females)</p> <p>Time:100 minutes</p> <p>Student's background knowledge: Students mastered some new word usage and pronunciation in addition to their original English level. Students have a better understanding of some pronunciation issues when speaking.</p> <p>Teaching and learning strategy: Documentary,presentation, interactive teaching</p> <p>Teaching and learning materials: PPT,Online learning materials.</p> <p>Lesson Objectives: Students will learn several common speaking sentence patterns and key words.</p>		
Content		
Stage	Teacher's activities	Student's activities
Introduce course topic	<ol style="list-style-type: none"> 1.Greet students. 2.Make a brainstorming activity before class review the expressions learned in the previous period. 3.Encourage students to use their intellect and brainstorm by asking questions and making sentences. 4.Review a few common sentence patterns or grammar knowledge from junior 	<ol style="list-style-type: none"> 1.Greet teacher. 2.Students will prepare and review the main points learned. 3.And, students will think about how to make sentences and answer the teacher's questions. 4.Students will think and recap a lot of sentence patterns and English grammar knowledge learned in junior high school. 5.Match the teacher's teaching plan and then make

Stage	Teacher's activities	Student's activities
	<p>high school, such as there be... ,It's time to do something, etc.</p> <p>5.Finally, the instructor describes a placement and encourages students to come up with six adjectives to use the “there be ...”to summarize, meanwhile introduce new lesson content.</p>	<p>sentences using the six adjectives and“there be ...”.</p>
Implementation	<ol style="list-style-type: none"> 1.Demonstrate the key points and difficulties of the lesson. 2.Play subtitled version of the documentary films. But pause the documentary films after every sentence. 3.Have students try to write down the sentence they hear in the documentary films. 4.Show the normal documentary again to let students deeply understand the meaning of the key sentences and explain the key sentence patterns. 	<ol style="list-style-type: none"> 1.Students will follow the teacher to learn the key sentence expressions in this lesson. 2.Students will watch subtitled version of the documentary films. 3.Students will take notes when the documentary film is shown. 4.Students will memorize the key points explained by the teacher.

Stage	Teacher's activities	Student's activities
Presentation and practice	Activity: Encourage a students to volunteer to take on the role of teacher. 2.In two minutes or less, share the key points and stories from the class with students and teacher.The teacher will score the student's speaking ability based on the assessment rubric and record.	Activity: 1.A student will play the role of the teacher and retell the key points that have just been taught.
Making conclusion	1.Use a quiz or competition to allow students to review the key points covered in classless than 2 minutes and share their learning experience. 2.Assigning homework after class:Review key words, phrases,sentences and knowledge.	1. Students will conclude their views on what they have learned in the course and answer some questions in class. 2.Students will review key words and sentences.

Lesson Plan 4		
<p>Subject: English</p> <p>Topic: Amazing China: ‘A Land Formed by the Blowing Dust Loess Plateau’ - Logical relationships</p> <p>Grade:10</p> <p>Class Strengths: 30 Students (15 males & 15 females)</p> <p>Time:100 minutes</p> <p>Student’s background knowledge: Students have mastered several vocabulary and phrases through the first three courses, as well as some typical sentence constructions used in speaking. The accumulated spoken vocabulary can improve pupils' ability to use spoken English.</p> <p>Teaching and learning strategy: Documentary films,presentation, problem-based teaching</p> <p>Teaching and learning materials: PPT, Online learning materials.</p> <p>Lesson Objectives:</p> <p>1.Students will master logical and some key words in English expressions.</p> <p>2.Students will understand the logical relationships and order of expression in English and improve their speaking skills.</p>		
Content		
Stage	Teacher’s activities	Student’s activities
Introduce course topic	<p>1.Greet students.</p> <p>2.Create questions or problems that inspire students' curiosity.</p> <p>1)Do you think spoken English is difficult?</p> <p>2)What problems do you encounter when using English to communicate on your own?</p>	<p>1.Greet teacher.</p> <p>2.The students will prepare for questions from the instructor by thinking about them.</p> <p>3.Interaction with teacher.</p>

Stage	Teacher's activities	Student's activities
	<p>3)What methods have you used to solve it?</p> <p>4)Would you be willing to learn and practice a method that would make you think clearly when you speak?</p> <p>3.Introduce the lesson topic and show key points this lesson.</p>	
Implementation	<p>1. Play unsubtitled version of the documentary films.The teacher requires students to listen to the general meaning in the documentary films.</p> <p>2. Observe the sentences they have recorded and ask some questions.</p> <p>1)Is it possible to hear the core meaning of the documentary films?</p> <p>2)What sentence structure is used?</p> <p>3)What are the words or phrases that you can't hear?</p> <p>4)What is the logical relationship between the</p>	<p>1.Students watch the documentary films and take notes on the translation.</p> <p>2.According to the teacher,observe the sentences and answer the questions.</p> <p>3.Students will compare the sentences they have recorded and ask the teacher questions.</p> <p>4.Students understand the logical relationship of expressions.</p>

Stage	Teacher's activities	Student's activities
	<p>sentences in the documentary films?</p> <p>3.Show the documentary film with subtitles twice more and have students compare the sentences they recorded. And let the students ask the teacher questions.</p> <p>4.The teacher explains the logical relationships and words in the spoken language that are the focus of the lesson and inspire students to find solutions to problems.</p>	
Presentation and practice	<p>Activity :</p> <p>1.Make the students research the answers on their own, and encourage them to share the answers.</p> <p>2.Make a presentation based on the topic of the landscape with 1 minute preparation time.At the same time, the teacher will record the students' speaking scores.</p>	<p>Activity :</p> <p>1.Each student will share their answers in class.</p> <p>2.Students will practice speaking and demonstrate.</p>

Stage	Teacher's activities	Student's activities
Making conclusion	<p>1.Organize a discussion among students about their evaluations and opinions on the four English speaking lessons. Allow student representatives to share their learning feelings and ideas as well.</p> <p>2.Assigning homework after class:Review key words, points and practice.</p>	<p>1. The students will share their thoughts and give a brief overview of what they have learned in the English speaking courses.</p> <p>2.Students will review key words, points and practice.</p>

The image features a large, faint watermark of the Rangsit University logo in the background. The logo consists of a central flame-like symbol above a semi-circle of radiating lines, all enclosed within a circular border containing the university's name in Thai and English.

APPENDIX B
STUDENT'S PERCERTIONS QUESTIONNAIRE

มหาวิทยาลัยรังสิต Rangsit University

Student's Opinions Questionnaire

Explanation:

This Questionnaire is an essential part of this study. The following questionnaire was used to collect 15 questions on the research participants' perceptions of the ability of documentary films teaching to improve spoken English.

Please mark the number in the column that corresponds to your comment, 1 Strongly Disagree, 2 Disagree, 3 Neutral, 4 Agree, 5 Strongly Agree.

Evaluation Aspects	Degree of satisfaction				
	1	2	3	4	5
PART 1. Teacher					
1.1 Do you like the teacher's methodology ?					
1.2 Are the teaching activities designed interesting to you?					
1.3 Does the teacher have well organized to help you more understand in the lesson?					
1.4 Is it effective for teachers to use documentary films for teaching speaking?					
1.5 Could the teacher improve your ability in speaking English skills?					
PART 2. Procedure					
2.1 Is the teaching and learning process appropriate?					
2.2 Is teaching management consistent with the content and purpose of the lesson?					
2.3 Is the duration for using the documentary film in the teaching of each lesson appropriate?					
2.4 Is the documentary film well organized to help you to understand the lesson better?					
2.5 Do you enjoy this English class activities and process of teaching?					
PART 3. Teaching materials					
3.1 Is the selected documentary film genre appropriate for the content and class level?					
3.2 Are documentary films helpful and make learning English more fun?					

Evaluation Aspects	Degree of satisfaction				
	1	2	3	4	5
3.3 Did the use of documentary films in teaching make you more interested in learning English?					
3.4 Can the use of documentary films in teaching help you to improve the speaking English skills?					
3.5 Are you satisfied with the use of documentary films in teaching?					





APPENDIX C
ASSESSMENT RUBRIC

Assessment Rubric

Category	4-Excellent	3-Good	2-Fair	1-Needs improvement
Pronunciation	The words spoken can be pronounced correctly, naturally, clearly and very easy to understand.	Most the words spoken can be pronounced correctly, naturally, clearly and very easy to understand.	Some the words spoken incorrectly to pronounced naturally, clearly and very easy to understand.	Most the words spoken incorrectly to pronounced incorrectly, naturally, clearly and very easy to understand.
Fluency	The sentences spoken are very fluent, flow of volume and correctly the listener's understanding more clearly.	The sentences spoken are very fluent, and correctly the listener's understanding more clearly. But not many the flow of volume.	The sentences spoken are fluent, and correctly the listener's understanding clearly and not many the flow of volume.	The sentences spoken are not fluent, incorrect and the listeners cannot understand clearly.
Grammatical	The sentences spoken contain complex grammars, communicate very smoothly enough to be understood. Natural and accurate use of various grammars, always without errors.	The sentences spoken contain the common grammars, communicate relatively smooth enough to be understood. Natural and accurate use of most grammars, but occasionally errors occur.	The sentences spoken simple grammars, occasionally communicate not understood and some errors occur.	The sentences spoken are simple to communicate and often errors occur.
Lexical Resource	Use abundant vocabulary, to discuss a topics naturally, precisely, and accurate expression of meaning.	Use abundant vocabulary to discuss a topic and accurate expression of meaning. But not naturally.	Can use some vocabulary to discuss a topic. But some expression not accurate and naturally.	Use a limited amount of vocabulary to discuss a topic. But some expression not accurate and naturally.



APPENDIX D
LETTER OF APPROVAL

มหาวิทยาลัยรังสิต Rangsit University



Certificate of Approval Mission Hills Athlete School

Subject: Approval to collect the data of M.Ed thesis

Date: 2022.11.20

Dear Sir/Madam,

I am a master of education student in education in curriculum and instruction at Rangsit University in Thailand. I am conducting on the "The development of English speaking skills using documentary films for grade 10 Chinese students". This study requires 30 students participation and lasts for four weeks. The instruments involved during the study pretest and posstest, questionnaire for obtaining the required data. Thus, I would like to seek permission from the administration to allow me to collect data at this school where the names and identities of students will be kept confidential and undisclosed. Meanwhile, when visiting schools to collect data, adhere to the covid-19 safety procedures.

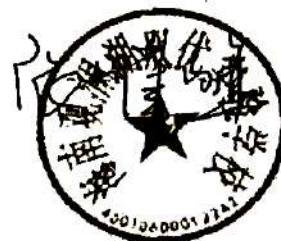
Your sincerely

Nayun Ding

Rangsit University, Thailand

Follow the The prior mentioned document have been reviewed and approved by the administration of Mission Hills Athlete Schools.

Signature:





APPENDIX E

EXPERT WHO VALIDATED THE INSTRUMENTS

Expert who validated the instruments

Sl.No.	Name	Qualification/ Position Title	Institution
1	Cui Guo	Master of English Education, Teacher	China University of Geosciences, Wuhan
2	Mengxue Chen	Senior Teacher	Hebei Hengshui High school
3	Baorong Niu	Senior Teacher	Hebei Tangshan No.2 High school





APPENDIX F

IOC FOR LESSON PLANS

มหาวิทยาลัยรังสิต Rangsit University

IOC for Lesson Plans

Sl.No.	Lesson Plan	Expert 1	Expert 2	Expert 3	IOC	Remarks
1	Lesson Plan 1	+1	+1	+1	1	Congruent
2	Lesson Plan 2	0	+1	+1	0.67	Congruent
3	Lesson Plan 3	+1	+1	+1	1	Congruent
4	Lesson Plan 4	+1	+1	0	0.67	Congruent





APPENDIX G

IOC FOR ASSESSMENT RUBRIC

IOC for Assessment Rubric

Sl.No.	Item	Expert 1	Expert 2	Expert 3	IOC	Remarks
1	Pronunciation	+1	+1	+1	1	Congruent
2	Fluency	0	+1	+1	0.67	Congruent
3	Grammatical	+1	+1	+1	1	Congruent
4	Lexical Resource	+1	+1	+1	1	Congruent





IOC for Questionnaire

Sl.No.	Items	Expert 1	Expert 2	Expert 3	IOC	Remarks
Part 1 Teacher						
1	Do you like the teacher's methodology ?	+1	+1	+1	1	Congruent
2	Are the teaching activities designed interesting to you?	+1	0	+1	0.67	Congruent
3	Does the teacher have well organized to help you more understand in the lesson?	+1	+1	+1	1	Congruent
4	Is it effective for teachers to use documentary films for teaching speaking?	+1	+1	+1	1	Congruent
5	Could the teacher improve your ability in speaking English skill?	+1	+1	0	0.67	Congruent
Part 2 Procedure						
6	Is the teaching and learning process appropriate?	+1	+1	+1	1	Congruent
7	Is teaching management consistent with the content and purpose of the lesson?	+1	+1	+1	1	Congruent
8	Is the duration for using the documentary film in the teaching of each lesson appropriate?	+1	+1	+1	1	Congruent
9	Is the documentary film well organized to help you to understand the lesson better?	+1	0	+1	0.67	Congruent

Sl.No.	Items	Expert 1	Expert 2	Expert 3	IOC	Remarks
10	Do you enjoy this English class activities and process of teaching?	+1	+1	+1	1	Congruent
Part 3 Teaching materials						
11	Is the selected documentary film genre appropriate for the content and class level?	+1	+1	+1	1	Congruent
12	Are documentary films helpful and make learning English more fun?	+1	+1	+1	1	Congruent
13	Did the use of documentary films in teaching make you more interested in learning English?	+1	+1	+1	1	Congruent
14	Can the use of documentary films in teaching help you to improve the speaking English skills?	+1	+1	+1	1	Congruent
15	Are you satisfied with the use of documentary films in teaching?	+1	+1	+1	1	Congruent

The logo of Rangsit University, featuring a stylized flame or sunburst design in the center, surrounded by a circular arrangement of radiating lines. The text "มหาวิทยาลัยรังสิต" and "Rangsit University" is written in a semi-circle below the logo.

APPENDIX I
RELIABILITY TEST RESULT OF QUESTIONNAIRE

มหาวิทยาลัยรังสิต Rangsit University

Reliability Test Result of Questionnaire

Sample size	Cronbach's Alpha	N of Items
30	.74	15



BIOGRAPHY

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