THE INTERGRATION OF BILIBILI STATION MEDIA AND COOPERATIVE LEARNING METHOD IN ENGLISH SPEAKING SKILL OF GRADE 5 CHINESE STUDENTS IN YUNNAN PROVINCE, CHINA

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Abstract

This quantitative approach study investigated whether the use of Bilibili station media and cooperative learning method to improve grade 5 Chinese students' English speaking skill and their satisfaction in learning English speaking. The sample group consisted of 30 Chinese students in grade 5 in Yunnan Province, China. Data were collected using pretest, posttest and questionnaire methods and analyzed using descriptive statistical analysis and paired sample t-test. Data collection and instructional duration lasted for four weeks.

The results of the pretest and the posttest showed that the students in the sample group improved their English speaking skill on the posttest ($\bar{X}$=22.13, SD=2.01) and the pretest ($\bar{X}$=18.96, SD=2.64), resulting in a mean difference of 3.10 points. The data collected from the questionnaire indicated that all items on the questionnaire were rated at a high level. The students had positive satisfaction with the use of Bilibili station media and cooperative learning method in teaching an English speaking course. This study proved that using Bilibili Station media instruction in the English speaking classroom was an effective way to learn English speaking.

(Total 102 pages)

Keywords: B Station Media, English Speaking Skill, Cooperative Learning Method, Learning Achievement, Students' Satisfaction and Grade 5 Students

Student's Signature ….................................. Thesis Advisor's Signature ....

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CHAPTER 1

INTRODUCTION

This chapter explains the background and rationale of the study; research objectives; research questions; research hypothesis; scope of the study; conceptual framework of the study; operational definitions; expected outcomes of the study, and limitations of the study.

1.1 Background and Rationale of the Study

Nowadays, English plays a very important role in our life. The importance of learning English may not only lie in communicating with foreigners, getting good grades on exams, or developing overseas. It's more about being fluent in the wisdom and experience of the world, no matter what industry you're in or what kind of life experience you want. In China, the subject of English has even become a compulsory education curriculum and English will play a constructive role in a person's development and will play a vital role in a student's entire academic career.

English curriculum occupies an important position in our elementary school teaching curriculum, with the progress and development of the times, the difficulty of elementary school English is also gradually increasing, the requirements for students are also gradually increasing, English is not only limited to word memory, but also includes listening, speaking, reading and writing four important parts, of which English speaking ability plays a vital role in the future development of students, schools pay more attention to elementary school students on English speaking. The school pays more attention to the development of oral English skills for primary school students. Ma (2022) describes Elementary school is a critical period for students' language development, so cultivating elementary school students' English

oral expression ability is an important task in elementary school English teachers' teaching. Teachers should clarify students' psychological development characteristics and inner needs, use targeted teaching methods, carry out oral ability cultivation, and enhance students' English learning ability, so as to truly meet students' inner development needs and promote students' overall healthy development.

Cai (2019) suggested there are many problems in the current English speaking teaching in elementary school, which hinder the smooth development of speaking teaching activities and affect the improvement of the quality of English speaking teaching. Based on this, this paper first analyzes the problems of English speaking teaching in elementary school, and further puts forward suggestions for improvement in combination with the problems, aiming to promote the smooth development of English teaching in elementary school and improve primary students' English oral communication skills in various ways. However, it is not easy for students to learn oral English in elementary school. Students' rejection of unfamiliar language and inadequate understanding of English language have created more resistance to students' learning.

Ling (2022) noted that analyze the problems of elementary school English speaking teaching is single teaching mode, lack of practice contexts and lack of interactive communication. On this basis, combining with teaching examples, the strategies of integrating information technology and primary English speaking teaching are proposed, namely, stimulating students' interest in learning speaking, creating suitable speaking practice contexts, strengthening their speaking practice ability, improving their speaking innovation ability, and standardizing their speaking pronunciation, etc.

How to make our classroom become more vivid image, make students interested in our classroom teaching, improve students' motivation to learn, make students' speaking ability get good help. This problem is worthy of our deep thinking and improvement. Liu (2022) points out that speaking teaching is a key element in elementary school English teaching, and it is of great significance to the development

of students' comprehensive English ability. However, from the actual situation of elementary school English speaking teaching at the present stage, there are problems such as lack of teaching atmosphere and boring teaching contents in elementary school English speaking teaching.

Among them, the B station (full name: Bilibili website, English: Bilibili; abbreviation: (B station) has quickly become the object of attention for its fast development, wide audience, large number of videos and high quality. Now B station has become the largest video learning platform in China. Li (2022) mentions that in the first quarter of 2021, the average monthly active users of B Station reached 223 million, with more than 100 million daily video plays and more than 10 million daily original video contributions to the site. B Station is currently the leading video sharing site in China in terms of users and size and number of videos.

B station as the main knowledge video dissemination platform gradually gained public recognition and widespread use, growing into a high-coverage form of information delivery. There are three different kinds of videos, long and short, and as many as fifteen kinds of videos covering all aspects, while at the same time completely free user-created videos occupy eighty-five percent.

Sun (2022) notes that B station was created on June 26, 2009, and has built a continuous ecosystem of quality content around users, creators and content, covering a multicultural community of more than 7,000 circles of interest. Today, B station is the largest video learning resource website in China, covering a huge amount of learning resources.

B station is loved by more and more Chinese language learners nowadays for its high level of interactivity and participation. B station has increasingly become a gathering place for teachers and learners, who teach through videos, record their daily lives, or express their views on a particular Chinese culture or social issue. With 272 million monthly active users in 2021, more and more people are learning about and joining this culture. Due to the high stickiness of young users and their willingness to learn, "B

station" is an important area for teaching and learning to extend (Chen, 2022).

Chen (2016) notes the support and participation of multimedia will be a qualitative revolution in the field of teaching and learning. It can effectively shorten teaching time, improve memory efficiency, help stimulate students' interest in learning, repeatable learning of teaching contents, distance education, improve teaching efficiency, save education expenses and reduce education costs, especially with pictures, animations and videos will be more intuitive and visual.

Li (2015) centered on the core theme of "How to use video resources effectively in classroom teaching?" The core theme is to summarize the application of video resources in a specific type of classroom or a classroom of a certain teaching level, to investigate and interview students, to combine students' learning experience with the actual teaching effect, and to propose suggestions and teaching design based on the problems found, It can improve classroom efficiency significantly.

With the development of technology, teaching methods are increasingly diversified and informative. Multimedia has an important role in teaching, and it is an indispensable basis for teaching. The emergence of multimedia not only broadens the scope of teaching, expands the amount of educational information, but also improves the teaching effect. Zhou (2015) also put forward the idea that Multimedia can bring many resources that are difficult to present in traditional teaching resources into the classroom, and students can perceive the content of the class more visually. On the one hand, it increases the interest in learning, and on the other hand, it promotes students' understanding. Therefore, multimedia teaching plays a positive role in creating a learning atmosphere for students.

B station media provides a wealth of learning resources and is widely recognized and supported by students. Students generally agree that using B station media for learning is necessary and beneficial (as cited in Zhao, 2018).

According to Yang (2021), The B station platform has indeed widened the path of independent learning for students and has had a positive impact on a large group of English learners whose English proficiency has improved, especially their English speaking skill. B station has changed the traditional teaching model and given students a new perception of English learning. It enhances students' interest in learning and independent learning ability, meets their individual needs for English learning, and enhances the practicality and diversity of their English learning.

Jiang (2018) notes cooperative learning method is an effective teaching method, and its effective application in elementary school English teaching can increase the interest of English classroom, enhance the activity of the classroom, and then can improve the effect of English teaching. This not only helps students to improve their interest and academic performance, but also allows them to have a better relationship with their classmates.

Teachers can select videos on B station video media that are appropriate to the course topic to give students a clear, visual perception of today's course content. After students understand the course content, the teacher distributes conversation exercise questions and groups pairs through cooperative learning to communicate about the course content and conversation exercise questions.

Based on all the above information, this study aims to improve the English speaking skills of fifth grade students in an elementary school in Yunnan Province. It will do this through the use of B station media. It is hoped that it will provide an effective reference for the implementation of teaching spoken English in elementary school in the future. The purpose of this study is to show how to use B station media to teach spoken English, how to use B station media to create new teaching methods, how to improve students' satisfaction in learning spoken English, and how to improve Chinese students' English speaking skill.

1.2 Research Objectives

1.2.1 To improve English speaking skill of Grade 5 Chinese students in Yunnan province through the application of B station media and cooperative learning method.

1.2.2 To investigate Grade 5 Chinese students' satisfaction towards the application of B station media and cooperative learning method in learning English speaking.

1.3 Research Questions

1.3.1 Would the use of B station media help improve English speaking skill of grade 5 Chinese students in Yunnan province?

1.3.2 Would grade 5 Chinese students have positive satisfaction towards the use of B station media in learning English speaking?

1.4 Research Hypotheses

1.4.1 Grade 5 Chinese students' English speaking skill would be improved through the use of B station media.

1.4.2 The satisfaction of Grade 5 students in China would be positive towards the use of B station media.

1.5 Scope of the Study

This study was to conducted within a particular scope as described here; therefore, generalization of the results must be taken with caution, especially in the contexts of different educational levels and with the use of different research instruments.

Firstly, the context was one of the lower secondary schools in Yunnan province, China. But beyond that the data would be collected from grade 5 students of that particular school through questionnaires and focused group-interviews.

Secondly, in China, when teachers teach English, they have a guidebook with the content included in the standards, but teachers are free to design classroom instruction and choose their own learning materials according to students' needs, and teachers can conduct different learning activities. The researcher recommends using B station media as one of the learning resources to help students improve their English speaking skills.

1.5.1 Location of the Study

The study was conducted at a primary school in the Yunnan Province of China. The school was a primary school with 1600 students and 106 teachers. The school was located in an urban area. Figure 1.1 shows the location of the study school.

Figure 1.1 Location of the Research School
Source: Baidubaike, 1938

1.5.2 Population and Sample

Population: The study's target population consisted of 2 classes of 30 students from a primary school in Yunnan Province, China. Their ages were varying from 10 to 13, they were different genders and had different English speaking skills.

Sample: In this research a clustered random sampling method was used in this study. The majority of schools in Yunnan Province would have more than two classes, The number of students in each class was fixed, but the students in each class had different English speaking skills. Therefore, 30 grade 5 students were selected as a sample. They were 10-13 years old with mixed grades and English speaking skill.

1.5.3 Time Frame

The study took place in the first semester of 2023 Academic Year in China and was held twice a week for a total duration of 4 weeks of the teaching experiment. Eight 45-minute lesson plans were designed in this study for a total of 360 minutes.

Table 1.1 Below shows the timeline of this study

Activity	Jan	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov
Literature Review										
Research Proposal										
Data Collection										
Data Analysis										
Report Writing										
Final Defense										

1.5.4 Content of Lesson plans

In this study, the researcher designed four lesson plans of eight sessions, each lasting 45 minutes. The topic of each lesson was based on the "PEP 5th grade English

textbook of the Human Education version"(Hu,2013), and this study was based on the compulsory education level textbook.A cooperative learning method was used in the study, where students were grouped in pairs and students interacted with each other based on the course content and dialogue exercises.

Table 1.2 Content of the study

Lesson Plans	Topics	Cooperative teaching Method
Test	Pretest	
Lesson Plan 1	Park	Using B station media video of "Today we go to the nature park" to teach students though Cooperative Teaching Method.
Lesson Plan 2	Hobbies	Using B station media video of "What kind of hobby do you like?"to teach students though Cooperative Teaching Method
Lesson Plan 3	Favourite season	Using B station media video of "This is my favorite season" to teach though Cooperative Teaching Method Students can express their favourite season and talk about the reason.
Lesson Plan 4	Pets	Using B station media video of "Whose the dog is?" teach though Cooperative Teaching Method. Students can display affiliation of puppies and what kind of puppies they like.
Posttest		

1.6 Definitions of Terms

BILIBILI Station has built a continuous ecosystem of quality content around users, creators and content, covering a multicultural community of more than 7,000 circles of interest. Today, B station is the largest video learning resource website in China, covering a huge amount of learning resources. For this research, the researcher selected four videos from the B station, one each from nature parks, hobbies, favourite

season, pets.

Cooperative Teaching Method as one of the more prominent learning methods, the unique value of the cooperative learning method has been fully demonstrated. The use of cooperative learning can effectively solve the problem of developing students' collaborative skills. It requires not only student-teacher cooperation, but also student-student cooperation. In the process of completing tasks, students gradually develop a sense of cooperation. In the process of cooperating with others, each individual will clearly see his or her own strengths and weaknesses, and will continue to make up for his or her weaknesses to achieve better development.

English speaking skill refers to a person's ability to communicate through listening and speaking; it is an externalized ability, an externalization of language skills. English speaking skills requires students to synthesize learned language knowledge and language materials to create. The students' speaking skill includes in the study through different learning themes, such as parks, hobbies, seasons and pets. Each theme have different language knowledge and language materials. It will be assessed through a pretest and a post-test.

Students' satisfaction refers to the students' interest and motivation, engagement, and efficacy of B station media on student learning of grade 5 Chinese students towards using Cooperative Teaching Methodology in English speaking skills by B station media. In this research, student satisfaction was measured through responses from 15 items of 5-points questionnaire.

Grade 5 Students in China refers to local Chinese students aged 10-13 in Kunming city, Yunnan Province, China.

BILIBILI Station and Cooperative Learning Method refers to teachers can select videos on B station video media that are appropriate to the course topic to give students a clear, visual perception of today's course content. After students understand the course content, the teacher distributes conversation exercise questions

and groups pairs through cooperative learning to communicate about the course content and conversation exercise questions.

1.7 Conceptual Framework of the Study

In this research, the independent variables included the usage of B station media though Cooperative Teaching Methodology. The dependent variables contained the students' English speaking skills and the students' satisfaction by using the B station media. It is shown in Figure 1.2.

Independent Variable		Dependent Variable
		English speaking skill
The application of Bilibili media and Cooperative Learning Method	→	
		Students' satisfaction
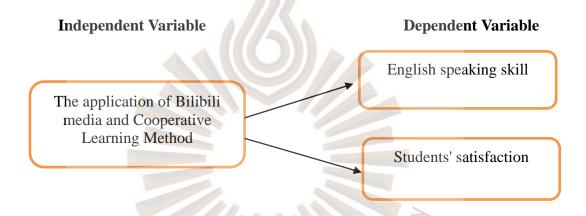
Figure 1.2 Independent and dependent variables

1.8 Limitations of the Study

1.8.1 This research was restricted to fifth grade students at an international school in Yunnan Province, China. This research does not represent all fifth graders in China and the research is not typical.

1.8.2 The experimental period of the research was brief, with the lesson plan and data collection completed within one month, and the brief experimental period resulted in unreliable results.

1.9 Significant of the study

1.9.1 The use of B station media and cooperative learning method helped improve the English speaking skills of Grade 5 students in Yunnan province, China.

1.9.2 The results of the research clearly showed the students' satisfaction with using B station media and cooperative learning method to learn English speaking skills.

1.9.3 This research gave English teachers a new way of thought about teaching English speaking skills. It combined B station media and cooperative learning methods to improve students' English speaking skills.

CHAPTER 2

LITERATURE REVIEW

This chapter outlines the development of English in China, the problems and current situation faced in learning English speaking skill, and the importance of learning English speaking skill. It also outlines the benefits of multimedia teaching in the classroom, and introduces the use and importance of B station media videos in teaching English speaking skill. This chapter also introduces the application of cooperative learning method in English learning. In addition, this chapter introduces the relevant literature of this research, which has provided theoretical information and relevant details of other related investigations for this research.

2.1 Teaching and Learning English as a Foreign Language in China

The learning of English in China began with interaction with English-speaking countries and has always been driven by such interaction.With the globalization of the economy, China continues to gain momentum not only from its interactions with English-speaking countries, but also increasingly from the many non-English-speaking countries that use it in international exchanges, and today China has the largest number of English learners(as cited in Yan, 2023)

Ke (2014) proposed that Chinese English refers to Chinese English is a vocabulary, the sentence form and discourse with Chinese characteristics, which is based on the core of standard English and expresses the unique things in Chinese social and cultural fields without the interference and influence of the mother tongue, and enters into English communication by means of phonetic translation, translation borrowing and semantic regeneration. Therefore, it can be seen that English has developed and changed over a long period of time.English language has developed

over a long period of time with its own cultural characteristics and national expressions.As China strengthens its economic development and strives to become a full participant in the modern globalized world, globalization has facilitated the interaction of Chinese with people in the rest of the world who speak English as a second or foreign language.

In the 30 years of educational development in China recently, English is the fastest growing and it is also one of the important courses in education, and now the development of English tends to be complete and formalized. English contains aspects of listening, speaking, reading, writing and translating, which are the basic skills that need to be mastered in English, but after entering the society, the application of English does not only need these, it also needs to focus on the cultivation of talents specialization, humanistic literacy and ability expansion(Peng, 2017).

So we should focus on the development of comprehensive English ability in our daily study, which can not only improve the level of English communication, but also improve the overall quality, which plays a vital role in the future development of English in China.

The English curriculum at the elementary school level should be used as a part of the overall promotion of quality education and one of the basic culture courses at the compulsory education level, so that every elementary school student receives an education in a foreign language course. Through the English curriculum, students will be educated in their thoughts and emotions, so that they can comprehend and learn to respect the excellent cultural traditions of other countries and nations, and thus better love the excellent cultural traditions of the Chinese nation; develop their ability to think positively and actively, and enrich their experience of cultural life. (as cited in Fu, 2007)

Wang (2023) notes the 2022 edition of the standards has pointed out a new direction for English teaching in compulsory education. In the process of implementing the standards, we should not only focus on the language itself, but also

pay more attention to the culture and values behind the language, enhance students' cultural confidence in all aspects of textbook writing and classroom teaching, cultivate patriotic sentiments, and cultivate students' ability to tell the Chinese story in English.

The development of core literacy in Chinese compulsory education is essential and is the key to the promulgation of English curriculum standards for compulsory education, as well as the goal and basis for the evaluation of the English curriculum, which ultimately presents a complete system of human development.

2.2 Teaching and Learning English Speaking Skill

English is not only limited to word memory, but also includes four important parts: listening, speaking, reading and writing, of which speaking English skills play a vital role in the development of future students, and schools are placing greater emphasis on the use of English by primary school students. Schools pay more attention to the development of English speaking skills for primary school students.

2.2.1 The main problems in the current learning of English speaking skill in primary school

Firstly, Hu (2021) point out that there is a lack of communication opportunities. As an international language, effective expression and accurate delivery of English is an important marker of language learning. In current primary school English speaking activities, most students are in a state of self-learning, lacking the opportunity and space to communicate with others, which in turn leads to a lack of accuracy and contents in the spoken English expressions of primary school students, making it difficult to achieve effective expression and accurate transmission.

Secondly, the lack of an interactive environment Speaking is an important skill for language learning and a key ability for communicative communication. At the same time, the effective establishment of a language environment has a positive impact on the oral expression of primary school students. However, in actual learning

activities, teachers and parents neglect the importance of their language environment, resulting in a lack of appropriate interactive environment and communication mechanisms, which makes it difficult for primary school students to exercise and improve their oral expression (as cited in Liang, 2021).

Thirdly, the lack of interest in language is an important driving force for students' cognitive learning and one of the key elements to stimulate behavioral exploration. However, in primary school oral English learning, the lack of interest in language is the key internal factor hindering the development of students' subjectivity, resulting in the lack of interest in students' participation. For oral learning activities, some primary school students have certain psychological pressure and bad emotions, which leads to the lack of interest in expressing students. At this stage, teachers do not pay much attention to oral English learning, and lack individual strategies in their learning guidance, which makes it difficult to mobilize students' desire for expression and communication psychology, and ultimately affects the quality of information transmission between the two parties (as cited in Zhao, 2020).

2.2.2 Causes of primary school students' lack of English speaking skill

Hu (2021) notes that the first reason is unfavourable classroom organization. Some teachers fail to start from the actual learning situation of students in the organization of classroom activities, and tend to be self-centred and task-oriented, adopting an indoctrination and traction approach to organize students' oral learning, which to a certain extent makes it difficult to ensure primary students' interest in participation and learning quality.

The teaching approach is single, and some teachers still follow traditional routines in specific teaching, lacking individuality in the development of students with different classroom situations, resulting in a fundamental failure to improve students' speaking skills. At the same time, some teachers focus too much on the learning of vocabulary and expressions in the classroom and lack a corresponding communication link.(as cited in Zhao, 2020)

Primary school students are in a critical period of mental development, and speaking activities are a breakthrough and challenge to their psychological quality, but in their speaking learning, most of them have one or another psychological problems. One of them is the existence of inferiority complex. Some primary school students are disturbed by external factors, such as parents' criticism, teachers' attention and classmates' ridicule, and so on. The inferiority complex of "not daring to speak" and "not wanting to speak" in their speaking expressions has a certain impact on the improvement of their own speaking skills over time.(as cited in Jiao, 2019)

2.2.3 The importance of strengthening primary school students' English speaking skill

Hu (2021) notes that English speaking ability helps to develop linguistic thinking. The spoken language is a fundamental form of language expression. On the one hand, it enables students to acquire a firm grasp of the vocabulary, grammatical rules and syntactic features of the language, thus strengthening their linguistic foundation, and on the other hand, it helps students to construct their linguistic thinking, clarify lexical relationships and grasp the logic of expression, further enhancing their linguistic perception and expression.

Strengthening primary school students' English speaking skill helps to ensure the transmission of information. As a communicative activity of language communication, oral communication is the goal, and diverse development strategies and guidance measures are adopted to not only improve students' comprehension of language output and input, but also to strengthen students' language use, emotional expression and thought penetration, further ensuring accurate and efficient message delivery (as cited in Mao, 2018).

Strengthening primary school students' English speaking skills helps to enhance their psychological quality, which is the key foundation for individual growth and development. Through speaking learning, on the one hand, primary school students can exercise their ability to communicate with others and eliminate the

psychological barriers of timidity and isolation, and on the other hand, they can improve their psychological tolerance and emotional control and maintain a clear, fluent and complete state of expression to achieve effective transmission of information (Xu, 2017).

2.3 The Application of Technology in Teaching and learning English

With the development of technology, the impact of technology on education is increasing. Developments in technology have changed the way education is delivered, improved the quality of education and made it more efficient. With the development of computer technology, multimedia technology has also made great progress and has had a profound impact on modern education, making the content of the curriculum multi-media, which has helped us tremendously in teaching English and learning English.

With the development of the times and the innovation of educational concepts, the application of multimedia technology has become a necessary educational tool. The technology is relatively developed and enables students to consolidate their learning through different teaching methods and approaches. The practice of multimedia technology has put forward new requirements for teachers. Teachers should strengthen their technological learning, master the functions of multimedia technology, optimize the production of courseware according to the new methods, clarify the objectives of teaching English in elementary school, be able to closely articulate the operational aspects of technology, and make efforts to create an atmosphere in the classroom to improve students' learning experience (as cited in Chen, 2022).

Zhu (2022) points out the rational use of multimedia technology in primary English classroom teaching can bring many benefits to teachers and students. Therefore, it is important to analyze the current situation of multimedia teaching in primary English. Teachers should combine the common problems of students and put forward a series of countermeasures to reflect the key auxiliary role of multimedia

teaching, and then improve the quality of teaching English in elementary school. The introduction of multimedia technology in elementary school English classroom teaching can make flexible use of modern network information resources, which is more in line with the basic characteristics of the development of the times.

The use of multimedia technology to assist elementary school English teaching can attract students' attention more, improve their participation, and make the original boring classroom become more enriching, more vivid, and more attractive. Usually the function of multimedia technology depends on computer to achieve, so this technology is also called computer multimedia technology, which is an information technology system composed of network, text, sound, image, animation, video and other elements, which can carry rich teaching information and greatly improve the capacity of classroom teaching (as cited in Feng, 2022).

In conclusion, in the context of the continuous development of modern educational technology, scientific and modernized teaching methods and approaches for primary school English are being adopted. The use of multimedia technology is a revolution in the English classroom, bringing new ways of teaching English to students. The use of multimedia technology is a revolution in the English classroom, bringing students a new students a fresh experience and produce better results in long-term learning and thinking. The use of multimedia technology is an innovation in the English classroom, bringing students a fresh experience and producing better results in long-term learning and thinking.

2.3.1 The application of technology in teaching and learning English speaking skill

The combination of relevant computer and multimedia technologies can help students correct their pronunciation, learn more about English culture, help students build a good English foundation, create a good English learning atmosphere and break the cultural barriers between East and West, which has a far-reaching significance in

motivating students to learn, with the ultimate goal of promoting the development of the whole English speaking teaching.

Zhu (2022) points out for elementary school students, it is their nature to love to play. Because of the different language habits, English becomes a more difficult subject compared to the national language, and students are naturally resistant to learn English and even less willing to speak English, which leads to the stagnation of English teaching in elementary school. If we use multimedia technology in teaching speaking, we can attract students' attention in class.Taking full advantage of multimedia in teaching English speaking skill.

Teachers can use multimedia equipment to show students Some videos, such as the English version of "Kung Fu Panda" movie or "The Romantic Old Mouse", etc. The visual and intuitive videos meet the psychological characteristics of the primary school students. Students can learn more about English while watching, not only about the the videos which are visual and meet the psychological characteristics of elementary school students. The English language context in these videos creates a good environment for students to learn English. The English language context in these videos can create a good English learning atmosphere and stimulate students' interest in learning. The English context in these videos creates a good atmosphere for learning English, stimulates students' interest in learning, and improves students' speaking skill (as cited in He, 2022).

The application of multimedia technology in elementary school speaking teaching can fully mobilize students' multiple senses to participate in teaching and learning, so that students can be fully engaged in speaking learning, not only to improve students' speaking ability, but also to enhance students' divergent thinking ability.

According to Xu (2022). For example, in the first unit of the second book of the seventh grade, "Can you pay the guitar?" The focus of this unit is on summer camp, talent show, rock band, fill out, and the mastery of modal verb sentence patterns, through the use

of multimedia, students can learn in a dynamic context, which is more helpful for deepening the perception and understanding of the learning content. The use of multimedia allows students to learn in a dynamic context, which is helpful for deepening their perception and understanding of the content.

The introduction of teaching is a key part of a lesson, and a good introduction can make teaching twice as effective with half the effort. Students are more interested in speaking teaching and teachers can start teaching English more easily by using multimedia technology to introduce a good teaching situation. Students are more interested in teaching and teachers can start teaching English speaking skill more easily.

When teaching "Unit 3 Animals", we use multimedia technology to make videos with pictures and sounds of various animals and show them to the students in class, so that they can recognize animal words such as "dog, cat, bird, monkey, tiger" according to the sounds and pictures. After students are able to read these words well, they are asked to answer the questions by asking questions. In this way, we can not only enrich the classroom teaching resources, expand students' horizons, but also quickly attract students' attention and stimulate their interest in speaking English, so that we can really achieve the overall development of English teaching work (as cited in Li, 2019).

The introduction of multimedia technology in teaching English speaking skill, It has solved many problems in teaching speaking, and the combination of multimedia and information technology has fully stimulated students' interest in teaching English as a foreign language. The combination of multimedia and information technology can fully stimulate students' interest in teaching English speaking skill and make the theoretical knowledge in the textbook concrete and visualized, so that students can accept English speaking learning more easily.

2.4 The Application of Bilibili Station Media in Teaching and Learning English Speaking Skill

B Station is the largest video resource learning media in China. As the main knowledge video dissemination platform, B Station has gradually gained public recognition and widespread use, developing into a high-coverage form of information delivery that plays a big role in learning speaking English.

Ma (2022) points out the cultivation of learning interest is the focus of speaking teaching. A significant advantage of combining B station media videos with speaking teaching is that it can mobilize students' enthusiasm for communication, make them feel the fun of language learning and oral expression, and promote the comprehensive improvement of students' interest in speaking.

According to Li (2020), When instructing students to communicate about "Happy birthday", teachers can first play the song "Ten little candles" to bring students into the atmosphere of birthday, and then ask students questions to communicate about the following issues When is your birthday? What will you do on your birthday? What birthday gifts do you want? The teacher can also make use of many videos on B station media. For example, to create different scenarios such as asking for directions, dining, booking a hotel room, etc. It can bring the students into the corresponding communicative context according to the speaking instruction, so as to improve their learning motivation.

Teachers can choose video clips on the B station media video platform that fit the speaking expression level of elementary school students, especially English cartoons, and then let students choose the characters they are interested in to perform and voicing. For example, in the case of "He Good Dinosaur" and "BRAVE", teachers can make good use of the B station media video platform to edit the cartoons and form one clip, and then let students choose the characters to carry out dubbing practice, so as to improve the mastery of speech and intonation in the step-by-step training and let

students solidify the foundation of speaking expression in a pleasant and relaxing environment (as cited in Ding, 2023).

In teaching English speaking, teachers can make more use of B station media videos to create a learning atmosphere. A better B station animation for teaching speaking English is called "Dora the Adventurous". In this animation, Dora children like to explore, and in the process of exploring, they will encounter many amazing things. For example, they will meet animals such as tiger, horse, anchovy, cat, etc. They generally read the vocabulary 3~4 times. The combination of B station media videos and speaking English makes students more receptive to speaking English. (as cited in Xu, 2022)

Yang (2021) notes the creation of new media such as B station has enriched the teaching content of English classroom, changed the traditional English teaching, and innovated in the form to help students form the initiative to learn English and let them dare to speak. Through the rich foreign cultural resources of B station to learn and fully understand the cultural customs and authentic English expressions around the world, broaden the horizons, enhance the ability of cross-cultural communication, and allow students to learn to speak better.

Teachers can select videos on B station video media that fit the topic of the lesson to give students a clear and intuitive perception of the content of today's lesson, fully stimulate students' interest in learning, and increase classroom activity. After the students have a clear idea of the content of the lesson, they will be grouped in pairs through cooperative learning method to communicate with each other about the content of the lesson.

2.5 Cooperative Teaching Method in Teaching and Learning English as a Foreign Language

Cooperative learning method refers to a teaching method in which students work together, compete and investigate to learn in small groups. The effective application of this teaching method in primary English teaching can enhance students' subjectivity, stimulate students' interest in learning English knowledge, and enhance students' participation in English learning, which in turn can promote the effective improvement of students' comprehensive ability. Therefore, teachers should pay attention to the effective application of cooperative learning method in elementary school English teaching.

Jiang (2018) notes cooperative learning method is an effective teaching method, and its effective application in elementary school English teaching can increase the interest of English classroom, enhance the activity of the classroom, and then can improve the effect of English teaching. This not only helps students to improve their interest and academic performance, but also allows them to have a better relationship with their classmates.

In the classroom, the cooperative learning method is used to divide the students into different groups, which provides students with sufficient time and space to expand their thinking. In the past, students had weak interest in learning, lack of concentration in class, and poor classroom effect, but now students have high enthusiasm for English learning, and their teaching performance has greatly improved (as cited in Wang, 2009).

Cooperative learning is an important way for students to learn. Effective cooperative learning can awaken students' dormant potential, activate their sealed memories, and open their closed minds. In the new curriculum environment, teachers must review the value of cooperative learning, actively create an environment suitable for students to engage in cooperative learning, call for a repositioning of the teacher's

role, and always grasp the main line of student oriented development, so that our classroom teaching can glow with vitality (Chen, 2009).

According to Pan (2013), as a new educational concept and method, cooperative learning method can greatly improve the traditional teaching classroom atmosphere and enhance students' English learning initiative. The reasonable use of cooperative learning mode can greatly stimulate elementary school students' interest in learning English, improve the classroom atmosphere, enhance students' learning enthusiasm and their listening and speaking ability, and strengthen students' interpersonal skills and sense of cooperation, which can promote the overall improvement of students' English quality.

2.5.1 The application of cooperative teaching method in teaching and learning English speaking skill

The cooperative learning method plays a significant role in teaching English speaking skill, fully mobilizing students' learning enthusiasm and creating a good classroom learning atmosphere, which will be discussed and analyzed through specific examples.

The specific implementation methods are as follows: First, learn the words and phrases that need to be used in the shopping conversation, so that students can master and understand these contents. Second, according to students' basic knowledge of English and personality traits, every 5 students will be divided into groups, and group leaders will be elected to be responsible for the dialogue training of the group members. Thirdly, each group will be divided into groups for dialogue practice, and different shopping situations will be given to students for dialogue practice (Xie, 2014).

The cooperative learning method was used in the shopping conversation exercise, which not only allowed students to better participate in classroom activities, but also improved communication between students, and successfully completed the teaching task, and students also better mastered the content of the section, which improved the teaching effect.

For example, in the process of explaining English knowledge related to the season, teachers can seize the opportunity to use the group cooperative learning method to let students choose a topic for analysis and discussion in groups. If spring is the theme, the teacher should first analyze the characteristics of spring, and then ask the group members to work together to design a simple small dialogue, and integrate the collected information into the dialogue design. After that, each group will show and explain one by one, so that Students can quickly and accurately grasp the important and difficult points of this lesson (as cited in Zhu, 2019).

According to Guo (2017), When the teacher talks about the content of "What would you like? "Before the lesson, students in the class can be grouped scientifically and rationally according to their grades, classroom performance, gender and personality in groups of four, with the principle of heterogeneity in the same group. Teachers can organize relevant games for students, assign relevant inquiry questions for students, it can add vitality to the English classroom in such a way that students can actively participate in the learning of English speaking skill.

Cooperative learning method is a highly effective teaching method. Therefore, teaching English speaking skill in elementary school, teachers should pay attention to the effective application of cooperative learning method.

2.6 Students Satisfaction in Learning English as a Foreign Language

In schools, the main subject of English teaching is students, and students' satisfaction with teaching can reflect the quality of English teaching in a comprehensive and objective way. Therefore, the research on the relationship between English teaching quality and students' satisfaction is an important way to explore the relationship between students' satisfaction and schools' improvement of teaching quality level.

Ding (2022) points out as an important indicator and a more comprehensive measurement tool to measure the quality of education, student satisfaction is an

extension and application of the theory of "customer satisfaction" in the field of education, which is a natural result and evaluation indicator of students' participation in the educational process and their sharing of educational achievements.The significance of the study of student satisfaction lies in improving the evaluation system of education and teaching quality, improving the loyalty of students to the school, expanding the source of enrollment, enhancing the school's sense of competition in running schools, and improving the competitiveness of schools.The study of student satisfaction is of great significance.

Student satisfaction is positively related to the completion of study programs and positively related to academic achievement. The higher the student's satisfaction, the higher the student's personal knowledge and skills, and the higher the probability of completing the study program and finishing the academic work. (Duan,2013)

According to Qiao (2023), the more satisfied students are, the more interest they will show in the knowledge they learn, and they will put all their energy and enthusiasm into learning, and the learning effect will be very good, and the students' academic performance will be improved, and with the improvement of their performance, the students' satisfaction with the quality of school teaching will also be improved, which will form a virtuous circle.

Liu (2020) notes that in the analysis and selection of student satisfaction measurement indexes, the measurement method of Wang Chunxiao and other scholars was borrowed, and the five dimensions of English teaching resources, English teacher quality, English curriculum construction, English teaching management, and English teaching effectiveness were used to measure student satisfaction by means of a comprehensive factor assessment method.

The specific performance is as follows:
　　　　1) English teaching resources: It specifically refers to the school's investment in software and hardware construction for the orderly implementation of English teaching, such as the purchase of supporting facilities for English classrooms,

the purchase of English library materials, the construction of Internet resources related to English teaching, etc.

2) English teacher quality: It specifically refers to the school English teachers provide various services related to the teaching of the subject to students, and the specific indicators include teaching enthusiasm, teaching attitude, teaching content, etc.

3) English curriculum construction: It specifically refers to the school English teachers' innovation and reform at the level of curriculum design when teaching, such as class time allocation, teaching plan preparation, curriculum implementation, classroom content, etc.

4) English teaching management: It is mainly the management regulations, training plans and specific teaching management programs formulated by the teaching sub-department of the school to ensure the quality of English teaching in the school.

5) English teaching effect: It refers to the effect that the school students obtain after learning the English subject, such as the students' improvement in English knowledge and mastery of English usage skills.

In English learning student satisfaction is very important, student satisfaction is an important indicator to evaluate student growth in the teaching system, student satisfaction can effectively measure the effectiveness of teaching quality.

2.7 Related Theories

English teaching theory and teaching practice are closely connected and they are inseparable from each other. In the teaching process,when theoretical knowledge is fully applied can teaching be better implemented.

2.7.1 Constructive Theory

The Swiss psychologist Piaget was the first to advocate constructivism. Subsequently, constructivists believe that the teaching process is not a direct transfer

of knowledge from the teacher to the learner, but a process in which the learner organizes, reorganizes, and constructs his or her existing cognition. Cognition, meaning or value, is also not determined simply by objective external information, and by learners' repeated, mutual construction based on their own existing knowledge and experience, combined with the new knowledge and experience they face. The video maker's construction process is based on his or her existing knowledge and experience, and the core of the construction is to encode the new knowledge and experience with his or her own understanding, and the original knowledge is adjusted and changed by the entry of the new experience, so as to build his or her own construction of the way of communication. Combining the needs of the selected B station media video for learning, and in the learning process to generate new constructs (as cited in Li, 2022).

2.7.2 Seamless Learning Theory

Seamless learning refers to the use of various mobile devices or smart terminals for learning and the integration of various methods and forms in the learning process in order to achieve the integrity of learning. The theory is a new type of acquisition research theory, which emerged with the flourishing of the Internet. The academic community recognizes Kuh (1996), an American scholar who is an expert in computers, as the first to propose the concept of a seamless learning environment. However, because the Internet technology was not well developed at that time and was not applied to many fields, Kuh only saw seamless learning as a combination of formal and informal learning when he proposed the concept at that time. Later, with the rapid development of Internet technology, kuh's concept of seamless learning environment gradually became known and adopted in linguistics and pedagogy.

2.7.3 Meyer Multimedia Theory

Meyer defines multimedia as a tool for presenting text and pictures in a certain form. Text usually represents verbal materials, and its common forms include written text. Pictures, on the other hand, usually represent materials displayed in pictures, including various graphics, lines, or videos, and their forms have dynamic

and static characteristics. When people produce mental representations of the above two aspects in the process of learning, it indicates that they are engaged in multimedia learning. In multimedia learning, the complex content of the material can be better processed and handled to allow for a better active cognitive process. The B station media video assistance provides a better cognition of the learning knowledge (as cited in Zhao, 2020).

2.8 Related Research and Studies

Through the years, many studies have examined the benefits of using B station media in different teaching subjects and contents. This section highlights pertinent research in this area.

Wang (2020) notes watercolor is taught through the media video at B station. Although watercolor painting is a foreign painting, it has been developed in my country for many years, and watercolor teaching has become a relatively traditional painting teaching. The videos on B station can clearly and intuitively reflect the process of watercolor painting, allowing everyone to see the rendering effect of the picture as soon as possible, comparing whether it can save time and cost, and help teachers to teach.

Use the media video of B station to conduct auxiliary teaching of Chinese. The teaching of Chinese as a foreign language integrates fresh learning materials such as pictures, texts, and videos, and constructs real communicative scenes supplemented by fragmented teaching materials. B station media provides a wealth of learning resources and has been widely recognized and supported by students. Students generally believe that using B station media to learn Chinese is necessary and beneficial, which shows that social media has potential in the development of Chinese teaching (as cited in Chen, 2018).

Zhu (2021) points out the combination of students using Station B and offline teaching can effectively bridge the knowledge loopholes in the middle and high

school transition stages, enhance students' learning interactivity and creativity, and cultivate students' interest in high school Chinese learning during the middle and high school transition stages. Combining the advantages of traditional teaching with the advantages of the video platform of B station, Chinese learning will be richer and more interesting, and the classroom will be more efficient and full of vitality.

The daily ideological and political education of students through the combination of station B and ideological and political courses will have a positive effect on their ideological and moral development. B station media enables both teachers and students to participate in classroom activities with a more active and open attitude. In addition, the B station media allows teachers to get instant feedback, promptly supervise students who are behind in their learning progress, and provide targeted counseling and answering questions. In the questionnaire,71.92% of the students encouraged the combination of traditional classrooms of ideological and political education with B station, and they are willing to accept such teaching innovations (as cited in Xue, 2021).

According to Yang (2021), The B station platform has indeed widened the path of independent learning for students and has had a positive impact on a large group of English learners whose English proficiency has improved, especially their English speaking skill. B station has changed the traditional teaching model and given students a new perception of English learning. It enhances students' interest in learning and independent learning ability, meets their individual needs for English learning, and enhances the practicality and diversity of their English learning.

B station is the largest video learning platform in China and an open online platform. B station has a huge amount of learning resources, and how teachers can effectively screen and select the video contents of B station is an issue that deserves our attention. If we choose the content that is not so suitable for teaching, it will have a bad effect on our teaching effect instead (as cited in Ling, 2022).

It is clear from the above points that Chinese scholars have successfully attempted to use B station media to improve the teaching of different teaching subjects and contents. These studies also identified disadvantages and suggested focusing on specific areas to improve research and raise awareness among future researchers. It is recommended that instructors and scholars conduct research on different levels and grade levels. It is recommended that the most relevant findings from this study be collected in order to facilitate the full use of B station in the classroom.

CHAPTER 3

RESEARCH METHODOLOGY

The purpose of this study was to use the B station media to improve grade 5 students' English speaking skill and satisfaction with learning English speaking skill. In this chapter, the researcher is going to present the methodology of this research. It includes the research design, the sample group, the research instruments used to collect data, the validity and reliability of the research instruments and the data analysis.

3.1 Research Design

In this study, quantitative methods were used to assess the achievement of Chinese students and their satisfaction with B station media in improving English speaking skill across five grade levels. Wu (2009) notes the quantitative research process is based on the quantitative data collected by the researcher, which is obtained through specialized measurement and data analysis, and is scientific, objective and precise. Quantitative research is the quantification of information to reveal objective facts. The main purpose of quantitative research is to reveal the quantitative relationship of the research object through the measurement of social facts, experimental verification, mathematical statistics, various operations and statistical analysis, to grasp the quantitative characteristics and quantitative changes of the research object, to discover the truth from the quantitative relationship, to find the law, to investigate the inner essence of things, and to achieve the purpose of grasping the quantitative nature of things.

In this research, a quantitative approach was used to analyze the data. To collect data, achievement tests and questionnaires were used to collect data. In addition to a pretest and posttest and an achievement test, a questionnaire was also

incorporated into the achievement test. This was designed to determine students' satisfaction with the B station media of learning English speaking skill. The results of the questionnaire proved to be objective and accurate. The following figure 3.1 illustrates the research design of the study.
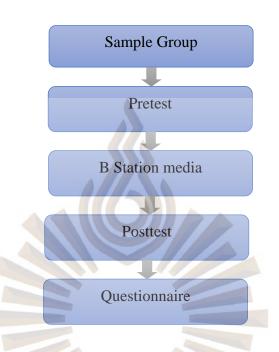
Figure 3.1 Research Design of the study

3.2 Population and Sample

3.2.1 Population

The study was conducted with grade 5 students in a public school in Yunnan Province, China. The grade 5 students was divided into 2 classes of 60 students, who range in age from 10-13 years old and mixed genders and English speaking ability.

3.2.2 Sample group

The researcher used clustered random sampling, which included 30 students from the fifth-grade population. The students ranged in age from 10 to 13, with varying

speaking abilities. and English speaking has been taught as a compulsory course for more than five years.

Table 3.1 The demographic information of the research participants

Gender	Male	Female	Total
Number	14	16	30
Percentage	48%	52%	100%
Age Group	10-13 Years Old		

3.3 Research Instruments

The research instrument was the data collection tool. In this research, lesson plans, achievement tests, and satisfaction questionnaires were used to collect data to address the research questions. Throughout the study, 30 students formed the study sample group. In order to achieve these objectives, the research instruments that were used to conduct this study were discussed below.

Table 3.2 Details of Research Instruments

Sl. No.	Research Objectives	Research Instruments
1	To improve English speaking skills of Grade 5 Chinese students in Yunnan province through the application of B station media and cooperative learning method.	Pretest and posttest on English speaking skill achievement.
2	To investigate grade 5 Chinese students' satisfaction toward the application of B station media and cooperative learning method in English speaking skill.	Questionnaire

3.3.1 Instructional Instrument

3.3.1.1 Lesson Plans

The researchers established 4 lesson plans of 45 minutes each for a total of 360 minutes (1 lesson plan = 2 lessons), which included the use of B station media in the classroom. Over a one-month period, the researcher taught 8 lessons (2 per week).

Table 3.3 List of Lesson Plans

Lesson	Topics	Learning Objectives	Time Length (Minutes)
Lesson 1	Park	1.Participants were able to identify, memorize, and understand the English speaking conversations they learned in class through B station media and were able to try to follow the conversations in the media videos.	45 minutes per class (Total 90 minutes)
Lesson 2	Hobbies	2.Participants were able to acquire new vocabulary and familiarize themselves with simple English speaking conversations. By learning from the B station media videos and correlating what they have learned previously, students have their own understanding and knowledge of English. Speaking skill.	45 minutes per class (Total 90 minutes)
Lesson 3	Favourite Season	3.Participants were able to master certain English vocabulary and simple speaking conversations in English, and can use simple sentences to express their opinions and views, and can briefly describe their favorite season and explain why they like it.	45 minutes per class (Total 90 minutes)

Table 3.3 List of Lesson Plans (Cont.)

Lesson	Topics	Learning Objectives	Time Length (Minutes)
Lesson 4	Pets	4.Participants were able to acquire a certain amount of English vocabulary and simple spoken English conversation through the B station media video, were able to use regular sentences to express their opinions and views, were able to conduct spoken English conversation more fluently, and students were able to show puppy affiliation.	45 minutes per class (Total 90 minutes)

3.3.2 Quantitative Instrument

3.3.2.1 Achievement tests (Pretest and Posttest)

In this study, the achievement test was the main instrument used by the researcher. The test was divided into two parts, a pretest and a posttest, with the same number of questions and the same criteria. The participants were asked a series of questions through a randomized interview based on four main themes: seasons, parks, hobbies, and pets. For both the pretest and post-test, the same set of questions was asked. Study participants were asked to select a topic about which they would be asked. Next, a series of 6-7 questions were asked depending on the topic chosen by each participant. In this study, the achievement tests were assessed by the rubrics standard for evaluation of speaking activities in compulsory education(2011).The rubrics included the items for accuracy and fluency with the total scores of 1-4.(See Appendix G)

3.3.2.2 Questionnaire

In this research, a questionnaire consisted of 15 statements examined students' satisfaction in English speaking skill by using B station media and using a five-point Likert scale. It was divided into three parts. The Part A was interest and

motivation, the Part B was participation, and the Part C was the effect of B station media in English speaking skill. Each statement was rated on a Likert scale from 1 to 5, with 5 being the highest or strongly agreeing, (4) agree, (3) neutral, (2) disagree and (1) strongly disagree. The statements were grouped into three categories: interest, curriculum outcomes, and the effectiveness of B station media in improving student English speaking skill. Chai (2019) notes questionnaire is one of the tools used to collect a wide range of quantitative data, is the collection of questionnaires, and statistical analysis of the results of the study method, can obtain a large amount of information in a short period of time, conducive to the construction of subject theory, in the investigation and study of teaching objects play an important role.

3.4 Validity and Reliability

3.4.1 Validity

According to Golafshani (2003), Validity generally determines if the conducted research measures what the research is intended to measure or the truthfulness of the results. In this study, the research instruments were examined and validated by three experts; all of these experts are from China. The Item-Objective Congruence Index (IOC), It made by Rovinelli and Hambleton in 1997 (Carlson & Turener, 2013), It was developed to analyze this study. The IOC range is between -1 and +1.

+ 1: the item clearly matches stated objectives.

0: the item is unclear whether the measures meet the stated objectives or not.

- 1: the item totally does not match the stated objectives.

In this IOC assessment, the study tool is effective if the item value is greater than or equal to 0.67. If the test value is less than 0.67, the study tool should be revised. In this research, all instruments will be validated by three English language teaching and education experts. The validity test results of all instruments which were more than 0.67 were applied for further study.

3.4.2 Reliability

Mohajan (2017) notes consistency, stability, and repeatability of results are some of the criteria for measuring reliability, and obtaining the same results under the same conditions in different environments indicates that the study is reliable. To test the reliability of the achievement test and the questionnaire, we will use Cronbach's alpha methods. To replicate the study, the researchers administered tests and questionnaires to an additional 30 students at the same level.

The reliability of the data was tested using Cronbach's alpha method and its internal consistency was determined as follows:

Table 3.4 Cronbach's Alpha Rule of Thumb

Cronbach's Alpha Rule of Thumb	Internal Consistency
$\alpha \geq 0.9$	Excellent
$0.8 \leq \alpha < 0.9$	Good
$0.7 \leq \alpha < 0.8$	Acceptable
$0.6 \leq \alpha < 0.7$	Questionable
$0.5 \leq \alpha < 0.6$	Poor
$\alpha < 0.5$	Unacceptable

Source: Habidin, 2015

The reliability result of the achievement test and questionnaire were 0.84 and 0.75, this showed that the instrument was reliable to be used to address the research objectives.

3.5 Data Collection Procedures

The sample population included 30 students from an primary school in Yunnan Province, China. Their ages ranged from 10 to 13 years old, and they differed

in gender and English speaking ability. Students' academic performance was collected by means of pretest and posttest questionnaires. Data were analyzed by the total score, mean score, and standard deviation.

3.5.1 Approval and Ethical Consideration

To conduct the research in the school, the researcher obtained an approval letter from the Qiling elementary school on Nanning Road, Qujing city, Administrative Department (See Appendix A). Since the participants in this research were between the ages of 10 and 13, the researcher also seeking the approval of both the responsible school authorities and the parents.

The participants were also notified of the study objectives prior to the implementation of the strategy. In addition, study participants were required to sign a consent document to have their legal and ethical rights protected. The data were treated confidentially and deleted uniformly after the study was completed.

3.6 Data Analysis

The data were analyzed using two different methods, both of which were consistent with the two research objectives. Quantitative data from the pretest and posttest were used to examine the sample group's improvement in English speaking skill. The quantitative data from the survey were used to examine students' satisfaction with the use of Station B media in the English classroom to achieve instructional goals.

3.6.1 Quantitative Data Analysis

Student achievements were assessed by using achievement tests (pretest and posttest) to calculate students' total scores, mean scores, and standard deviations. We used these to investigate Chinese fifth grade students' achievement in English speaking skill and their satisfaction with their B station media instruction. The questionnaire

results (means) were interpreted according to the mean score interpretation range presented below.

Table 3.5 The Range of Mean Score Interpretation

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

CHAPTER 4

RESULT

This study applied a pretest-posttest design to investigate the effectiveness of using B station media instruction and cooperative learning method to improve spoken English for fifth grade students in China and to examine students' satisfaction with using B station media to learn English speaking. The results of this study were obtained from the following research instruments. Pretest, posttest, and questionnaire. The findings of these data are arranged in the following order:

4.1 Analysis of English speaking Test Scores

4.2 Analysis of Questionnaire

4.1 Analysis of English speaking Test Scores

In this section, we present the results of the first research objective. The aim was to compare the English speaking performance of the fifth graders before and after they were taught using B Station media. The results of the study were obtained from the pretest and posttest. In the pretest and posttest, students were asked the same number of questions on different topics they chose. These topics were based on the reference standard for evaluation of speaking activities in compulsory education (2011).The results of pretests and posttests of the sample groups were compared using paired samples t-test. Comparisons were made using means, standard deviations, and inferential statistics, with P< being the 0.5 level of significance.

4.1.1 Analysis of Paired Sample T-test

As shown in Table 4.1 below, the one sample analysis of the test scores indicated that they were positive. The pretest mean was 18.96 with a standard

deviation of 2.64; the posttest mean was 22.13 with a standard deviation of 2.01. A difference of 3.17 was observed between the pretest and posttest means; this resulted in an increase in the posttest mean. The significant value (P) obtained was .01, which was lower than .05 (P*0.05). A T-test value of -4.672 was obtained. There was a statistically significant increase in the posttest scores as compared to the pretest scores for the sample group. Table 4.1 below compares the pretest and posttest means.

Table 4.1 One Samples T-Test

Group	Pretest		Posttest		Mean Difference	t	P – value
Sample Group	$\overline{\text{X}}$	SD	$\overline{\text{X}}$	SD	22.13 – 18.96 = 3.17	- 4.672	.01
	18.96	2.64	22.13	2.01			

4.1.2 Comparison of Pretest and Posttest Scores of the Sample Group

Table 4.2 shows the scores of the pretest and posttest for the sample group. The maximum score on the pretest was 24 (out of a total of 28) and the minimum score was 14, the maximum score on the posttest was 27 and the minimum score was 19. All 30 students showed significant or slight improvement on the posttest, with score gaps ranging from 1 to 6 points. Table 4.2 shows the scores, score increases, and percentage differences between the pretest and posttest for the participants.

Table 4.2 Pretest & Posttest scores of the sample group

Student ID	Pretest Scores (Full Score=30)	Posttest Scores (Full Score=30)	Increase in test Scores
1	18	21	3
2	18	21	3
3	23	25	2
4	22	24	2
5	16	19	3
6	20	22	2
7	16	21	5

Table 4.2 Pretest & Posttest scores of the sample group (Cont.)

Student ID	Pretest Scores (Full Score=30)	Posttest Scores (Full Score=30)	Increase in test Scores
8	14	19	5
9	22	23	1
10	17	20	3
11	18	20	2
12	22	25	3
13	16	20	4
14	23	26	3
15	18	21	3
16	15	21	6
17	19	21	2
18	18	21	3
19	19	23	4
20	16	22	6
21	19	21	2
22	17	22	5
23	20	23	3
24	19	21	2
25	24	27	3
26	18	22	4
27	22	24	2
28	18	22	4
29	23	25	2
30	19	22	3

When comparing the original scores of the pretest and posttest, the results indicate that all students scored higher on the posttest than on the pretest. According to the pretest and posttest scores, the following comparisons were made:

4.1.3 Pretest and Posttest Comparison

Figure 4.1 below illustrates the pretest and posttest scores of the participants. As shown in the figure, the blue line indicates the pretest scores and the yellow line indicated the posttest scores. Thus, it is clear that all of the students' scores increased in the posttest. This shows that the use of B station media and cooperative learning method helped improve students' English speaking scores.
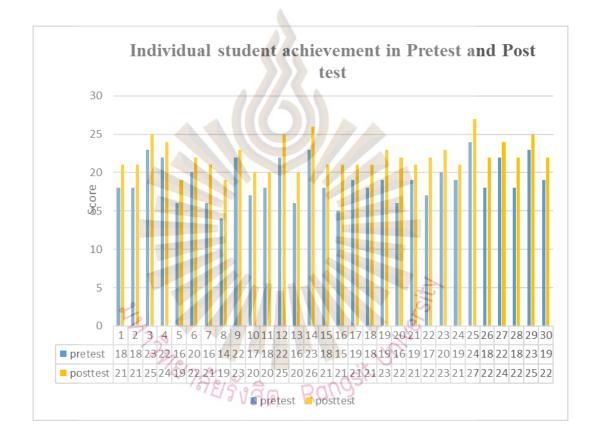
Figure 4.1 Graphical representation of students' pretest and posttest scores

In addition, Figure 4.2 below shows the mean scores of the pretest and posttest. The blue line showed the results of the pretest and the yellow line showed the results of the posttest. The mean scores were 18.96 and 22.13. The average score for the posttest was higher than the mean score for the pretest. The posttest scores represented by the green bar confirmed a slight increase of 3.17 points compared to the pretest scores represented by the yellow bar. In summarizing, each student

performed better on the posttest after adopting the B station media and cooperative learning method.
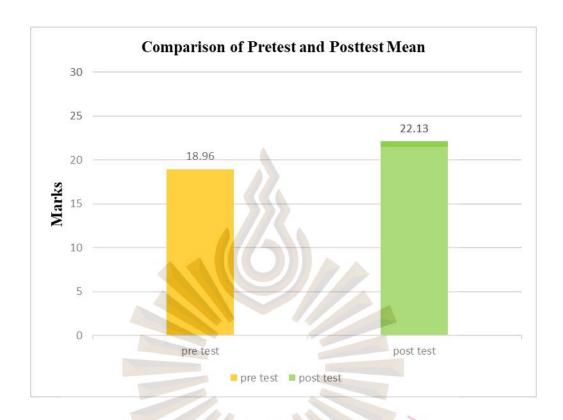
Figure 4.2 Comparison of pretest and posttest mean

4.2 Analysis of Questionnaire

A five-point Likert scale with 1 being strongly disagree and 5 being strongly agree was used to collect the quantitative data and examine students' impressions of using the B station media in English speaking class. The 15-item questionnaire was divided into three sections: part A, Interest and Motivation; part B, Engagement; and part C, Efficacy of B station media on student learning. Each single one of the 30 (n=30) study participants was given a copy of questionnaire. Descriptive statistics were used to analyze the questionnaire results (mean and standard deviation). The mean scores ranged from a highest of 4.21 to 5.00, a high from 3.41 to 4.20, a moderate from 2.61 to 3.40, a low from 1.81 to 2.60, and the lowest from 1.00 to 1.80.

Table 4.3 below shows the mean scores and standard deviations of students' satisfaction with Part A, interest & motivation. The highest mean ($\overline{x}$) score of 4.37 was obtained for B station media provided a more effective learning style in speaking learning, which fell within the mean score range of the five-point Likert scale indicating the "Highest" level. The mean score for Item 1 was relatively low ($\overline{x}$= 4.03), the interpretation of the mean score showed that students' perceptions of Part A of the questionnaire, interest & motivation were at the High level ($\overline{x}$==4.18).

Table 4.3 Mean and Standard Deviation: Part A (n=30)

	Part A- Interest & motivation	Mean	SD	Interpretation
1	Using B station media made learning interesting.	4.03	.765	High
2	Using B station media made learning meaningful.	4.07	.740	High
3	Using B station media helped me develop confidence to learn English speaking.	4.13	.819	High
4	Using B station media motivated me to learn English speaking.	4.30	.750	Highest
5	B station media provided a more effective learning style in speaking learning.	4.37	.669	Highest
	Average	4.18	.748	High

Table 4.4 below shows the mean and standard deviation of students' scores for Part B, engagement. As we can know through the data, "Interactive communication is beneficial to the improvement of English speaking." was rated with the highest mean score of 4.53 in item 9. The lowest mean score of 4.23 is item 6. we can know from the data, considering the average score of 4.39, it still fell within the "Highest" average score range.

Table 4.4 Mean and Standard Deviation: Part B (n=30)

	Part B- Engagement	Mean	SD	Interpretation
6	All the activities related to B station media were interesting.	4.23	.728	Highest
7	All the activities related to B station media were meaningful.	4.27	.640	Highest
8	Cooperative group learning was important in the English speaking classroom.	4.47	.571	Highest
9	Interactive communication is beneficial to the improvement of English speaking.	4.53	.571	Highest
10	I felt more engaged when using B station media.	4.47	.629	Highest
	Average	4.39	.627	Highest

Table 4.5 below indicates the mean scores and standard deviations of students' responses to Section C, Effectiveness of the B station media on Student Learning. The majority of the students agreed that the B station media helped improve their English speaking performance. We can know from the data, the thirteenth item received the highest score of 4.67, which is "Using B station media helped improve my fluency in English speaking". The eleventh item received a slightly lower score of 4.53, which is "Using B station media helped improve my English speaking skill". The average score of Part C is 4.56,it was the highest level.

Table 4.5 Mean and Standard Deviation: Part C (n=30)

	Part C- Efficacy of B station Media on Student learning	Mean	SD	Interpretation
11	Using B station media helped improve my English speaking skill.	4.53	.629	Highest
12	Using B station media helped improve my English pronunciation skill.	4.50	.572	Highest
13	Using B station media helped improve my fluency in English speaking.	4.67	.547	Highest
14	Using B station media helped improve my class participation.	4.50	.509	Highest
15	Using B station media helped improve my English speaking achievement.	4.60	.621	Highest
	Average	4.56	.575	Highest
	Overall Mean & SD for all 15 items	4.37	.650	Highest

In conclusion, as noted above, among the three parts, Part C had the highest mean score of 4.56 with a standard deviation of 0.575. In contrast, Parts A and B had relatively lower mean scores of 4.18 and 4.39 with standard deviations of 0.748 and 0.627. As we can know from the data, the overall for all 15 items was 4.37, the researcher was convinced that the students' overall satisfaction with the use of B station media and cooperative learning method was positive.

CHAPTER 5

CONCLUSION, DISCUSSION AND RECOMMENDATIONS

This chapter presents the summary of the study and the details are 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:

1) To improve English speaking skill of Grade 5 Chinese students in Yunnan province through the application of B station media and cooperative learning method.

2) To investigate Grade 5 Chinese students' satisfaction towards the application of B station media and cooperative learning method in learning English speaking.

The research was conducted using a quantitative approach through a pretest, a posttest, and a questionnaire through grade 5 Chinese students in Yunnan Province, China. Based on the data from the research, we came to the following conclusions:

5.1.1 The Result of Pretest and Posttest Data Analysis

The first objective in this research was to improve English speaking skill of Grade 5 Chinese students in Yunnan province through the application of B station

media and cooperative learning method in Yunnan province, China. Then the pretest results and posttest results were analyzed using a paired samples T-test to compare the differences in the learning performance of the sample groups. From the data, The following conclusions can be drawn:

1) The statistical analysis of the paired sample T-test of scores displayed that the mean score of the posttest (22.13) is larger than that of the pretest (18.96), and the mean difference is (3.17). The standard deviations of the pretest and posttest in the sample group were (2.64) and (2.01) respectively. The average score on the posttest was significantly higher than on the pretest. Based on the results of the posttest, B station media had a positive effect on improving English speaking skill.

2) Based from the pretest, the highest and lowest scores were (24) and (14) respectively. The highest and lowest scores on the posttest were (27) and (19) respectively. From the differences between pretest and posttest scores it can be concluded that the highest score of the posttest was (3) points higher than the score of the pretest. The lowest score on the posttest was (5) points higher than the lowest score of the pretest.

3) For all 30 students, all participants scored higher on the posttest than on the pretest. The improved scores of students ranged from 1 to 6 points.

The quantitative data analysis above clearly demonstrated the improvement of students' performance and scores in the posttest. Therefore, the results of this study indicated that the use of B station media to improve the English speaking skill was effective for grade 5 students in Yunnan Province, China.

5.2 Discussion

As indicated above, the research identified two significant findings. The first finding indicated that using B Station media instruction and cooperative learning method improved the English speaking skills of Chinese students in Yunnan Province, China. The second finding was that Chinese fifth graders showed positive satisfaction with using B Station media instruction and cooperative learning method to learn

spoken English. The following description describes the findings in greater detail and explicates how they resolve the research questions provided by this research.

5.2.1 Students' English speaking Achievement

The results of the research showed that using B station media to teach English speaking courses improved students' performance and scores in English speaking courses. The mean score on the posttest (22.13) was 3.17 points higher than the pretest (18.96). From the data, we can see that students number 16 and 20 had the most improvement in their scores, improving by 6 points in the posttest compared to the pretest. So we can make a conclusion, the improvement in student performance and scores indicated that the use of B station media positively influenced the students' performance and scores in the English speaking course. Yang (2021) mentioned that the results of the speaking test are as follows (90-100 scores are excellent, 75-89 scores are good, over 60 scores are passing): eighty-seven percent of the students made progress of one to eight points, and the pass rate was 100 percent. Li (2017) point out after using the B station media videos, 85 percent of the students showed different scores of improvement in their English speaking scores and developed a strong interest in learning English speaking. The above shows that teaching B station can improve students' English speaking skills.

5.2.2 Students' Satisfaction

To collect quantitative data concerning the students' satisfaction towards B station media, a five-point Likert scale was used in English speaking teaching. The 15-item questionnaire was divided into three sections: part A, Interest and Motivation; part B, Engagement; and part C, Effectiveness of B Station media instruction on student learning. Each single one of the 30 (n=30) study participants was given a copy of questionnaire. Descriptive statistics were used to analyze the questionnaire results (mean and standard deviation). The mean scores were highest at 4.21-5.00, high at 3.41-4.20, moderate at 2.61-3.40, low at 1.81-2.60, and lowest at 1.00-1.80. The findings can be concluded as follows:

1) 12 questionnaire items were classified at the "Highest" level and three items were classified as "High" level. None of the items were rated as strongly disagreeable.

2) From the data, the thirteenth item received the highest score of 4.67, which is "Using B station media helped improve my fluency in English speaking", it was the most highest score of 15 items.

3) Among the three parts, Part C had the highest mean score of 4.56 with a standard deviation of 0.575. In contrast, Parts A and B had relatively lower mean scores of 4.18 and 4.39 with standard deviations of 0.748 and 0.627.

The results sufficiently showed that all students agreed that using B Station media in their English speaking courses was an enjoyable experience for them. Chen (2022) found that 83 percent of students believe that B station media videos are beneficial to course learning, and that teaching is made more interesting through B station media videos, and that knowledge can be presented in the form of videos and pictures. According to (Xue, 2021), 94.84 percent of respondents believe that the integration of media with the classroom through B station has had a positive impact on classroom outcomes, allowing many students who are shy in the classroom to participate in discussions and classroom learning in a more positive and open manner.

5.3 Recommendations

Depend on the results and conclusions of the research, we make the following recommendations:

5.3.1 Recommendations for Implementation

1) The application of B station media instruction to improve the English speaking skill of fifth grade Chinese students in Yunnan Province was successful. As a result, B station media instruction is also applicable to other schools' English speaking courses.

2) Other English teachers should consider using the B station media videos as a learning material and as a supportive tool in their English speaking classes. B Station media videos can also be applied to all aspects of English listening, speaking, reading and writing.

3) The B station media video can also be applied to other different subjects, and the B station platform has a huge amount of learning resources and provides a wide variety of learning materials, which is a useful and efficient supplement to the traditional teaching classroom.

5.3.2 Recommendations for Future Research

Considering the limitations of the study, the following recommendations are for consideration by interested researcher prior to conducting similar studies in the future.

1) This research was limited to a group of 30 fifth-grade Chinese students in Yunnan Province, China. Consequently, a comparison study with a larger sample could be made in a different area of China. This would be worthwhile for replication and would help to verified and ensure the reliability of the conclusions from the present study.

2) The study hours of this study lasted for one month, and it is recommended to expand the realization period of the study for a longer period of time in order to obtain more reliable results.

3) Similar studies can be conducted in different places, at different schools, and at different grade levels. Further refinement of the study in different regions in the country.

4) Similar research can be used to improve speaking proficiency in other languages, with a variety of results and benefits.

5) For the comparison study, this study can be duplicated to test the effectiveness of Station B media instruction in different schools in different regions.

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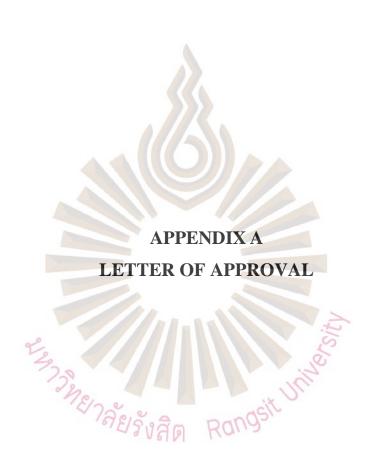
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APPENDICES

APPENDIX A

LETTER OF APPROVAL

Certificate of Approval

Qiling primary School Administration Department

Subject: Approval of data collection for M.Ed.Thesis

Dear Sir/Madam,

I am currently enrolled in the master in Curriculum and Instruction at Rangsit University, Thailand. I am conducting a research on the "THE INTERGRATION OF BILIBILI STATION MEDIA AND COOPERATIVE LEARNING METHOD IN ENGLISH SPEAKING SKILL OF GRADE 5 CHINESE STUDENTS IN YUNNAN PROVINCE, CHINA". This research requires students participation. The instruments involved during the study pretest and posttest for obtaining the required data. Therefore, I I would like to seek permission from the administration to allow me to collect data at this school where the names and identities of the students will be kept confidential and unfisclosed.

Yours Sincerely, JUNQING LU, Student
Rangsit University Thailand

Since the study requires data for analysis purposes, Junqing Lu would collecting data from this school and you are kindly requested so allow he to collect data with the following conditions:

Providing research participants with information to make an informed decision as to whether to take part in research (informed consent).

Follow the the prior prepared document have been reviewed and approved by the administration of Qiling primary school.

Signature   Date 2023.4.16

Qiling primary school Administration

APPENDIX B

PARTICIPANTS' INFORMATION SHEET

Participant's Legal Guardian Information Sheet

Dear Participant:

You are being invited to take part in a research study. Before you decide it is important for you to understand why the research is being done and what it will involve. Please take time to read the following information carefully. Talk to others about the study if you wish.

Research School: Qiling primary school,Yunnan Province,China

Name: Junqing Lu Student ID:6407059

Studying University: Suryadhep Teachers College of Rangsit University, Thailand

Research Title: THE INTERGRATION OF BILIBILI STATION MEDIA AND COOPERATIVE LEARNING METHOD IN ENGLISH SPEAKING SKILL OF GRADE 5 CHINESE STUDENTS IN YUNNAN PROVINCE, CHINA

1. What is the purpose of the study?

To improve English speaking skill of Grade 5 Chinese students in Yunnan province through the application of B station media.To investigate Grade 5 Chinese students' satisfaction towards the application of B station media in learning English speaking.

2. Expected results

The use of B station media helped improve the English speaking skills of Grade 5 students in Yunnan province, China. The results of the research clearly show the students' satisfaction with using B station media to learn English speaking skills. This research gives English teachers a new way of thought about teaching English speaking skills, It combines B station media and cooperative learning methods to

improve students' English speaking skills.

3. Number of participants in the study 30 individuals

4. Research procedures

The researchers will collect data in 4 steps. First, the participants will be pretested. Second, the participants will be given English speaking lessons by using B station media. Third, a posttest will be administered after all the lessons have been given. Fourth, a questionnaire was given to the participants to investigate their satisfaction with using B station media in classroom.

5. Duration

The research period will be 4 weeks, 4 sessions,
Week 1:class 1(to be announced) Week 2:class 2(to be announced)
Week 3:class 3(to be announced) Week 4:class 4(to be announced)

There is no possible risk in his research.

The school has asked students who have volunteered to participate to inform their parents and has obtained consent to volunteer for the research, and the data from the study are true and valid. The school also allow 30 students to assist he with his thesis research, either voluntarily or by voluntary experiments, by agreeing to(Junqing Lu), who is enrolled at Rangsit University in Thailand to research his thesis.

Signature .... Date 2023.4.16

Qiling primary school, Administration

APPENDIX C

EXPERTS WHO VALIDATED RESEARCH INSTRUMENTS

	Name	Position/Title	Institution
1	Zheng Chunhua	Professor	Yunnan University of Foreign Languages, CHINA
2	Wang Xinwei	Professor	Yunnan University of Foreign Languages, CHINA.
3	Wang Qiuju	Associate Professor	Yunnan University of Foreign Languages, CHINA

APPENDIX D

IOC OF LESSON PLANS

Item No	Attributes	Expert 1	Expert 2	Expert 3	Average	Congruence
1	Lesson plan 1	+1	+1	+1	+1	Congruent
2	Lesson plan 2	+1	+1	+1	+1	Congruent
3	Lesson plan 3	+1	+1	+1	+1	Congruent
4	Lesson plan 4	+1	+1	+1	+1	Congruent
Overall Average		+1				Congruent

APPENDIX E

IOC OF ACHIEVEMENT

Item No	Attributes	Expert 1	Expert 2	Expert 3	Average	Congruence
1	Topic 1	+1	+1	+1	+1	Congruent
2	Topic 2	+1	+1	+1	+1	Congruent
3	Topic 3	+1	+1	+1	+1	Congruent
4	Topic 4	+1	+1	+1	+1	Congruent
Overall Average		1				Congruent

APPENDIX F

IOC OF QUESTIONNAIRE

IOC OF QUESTIONNAIRE

Sl No.	Item Test No.	Expert 1	Expert 2	Expert 3	Average	Congruence
PART A: INTEREST & MOTIVATION						
1	Using B station media made learning interesting.	+1	+1	+1	+1	Congruent
2	Using B station media made learning meaningful.	+1	+1	+1	+1	Congruent
3	Using B station media helped me develop confidence to learn English speaking.	+1	+1	+1	+1	Congruent
4	Using B station media motivated me to learn English speaking.	+1	+1	+1	+1	Congruent
5	B station media provided a more effective learning style in speaking learning.	+1	+1	+1	+1	Congruent
PART B: ENGAGEMENT						
6	All the activities related to B station media were interesting.	+1	+1	+1	+1	Congruent

Sl No.	Item Test No.	Expert 1	Expert 2	Expert 3	Average	Congruence
7	All the activities related to B station media were meaningful.	+1	+1	+1	+1	Congruent
8	Cooperative group learning was important in the English speaking classroom.	+1	+1	0	0.67	Congruent
9	Interactive communication is beneficial to the improvement of English speaking.	+1	+1	0	0.67	Congruent
10	I felt more engaged when using B station media.	+1	+1	+1	+1	Congruent
PART C: EFFICACY OF B STATION MEDIA ON STUDENT LEARNING						
11	Using B station media helped improve my English speaking skill.	+1	+1	+1	+1	Congruent
12	Using B station media helped improve my English pronunciation	+1	+1	+1	+1	Congruent

Sl No.	Item Test No.	Expert 1	Expert 2	Expert 3	Average	Congruence
	skill.					
13	Using B station media helped improve my fluency in English speaking.	+1	+1	+1	+1	Congruent
14	Using B station media helped improve my class participation.	+1	+1	+1	+1	Congruent
15	Using B station media helped improve my English speaking achievement.	+1	+1	+0	+0.67	Congruent
Overall Average			0.93			Congruent

APPENDIX G

ACHIEVEMENT TEST

Speaking Achievement Test

The student chooses a topic of interest from the four choices provided to them and answers several questions on the topic based on his/her choice.

INTRODUCTION QUSETIONS

1) How are you?
2) What is your name? Can you spell it?
3) Can you introduce yourself briefly?

TOPIC 1: PARK

Please observe the two pictures, based on information of two pictures, Please answer the following questions.

4) What are areas inside the park in the first picture?
5) What is your favorite place in the park? Please give a reason.
6) Please describe the scene in the second picture.
7) Who would you most like to go to the park with? Classmates or parents?

TOPIC 2: HOBBIES

Please observe the two pictures, based on information of two pictures, Please answer the following questions.

4) Can you describe what the person in the first picture is doing?

5) What your hobby can do for your parents?

6) What is your favorite hobby?

7) What your hobby can do for your class?

TOPIC 3: FAVOURITE SEASON

Please observe the two pictures, based on information of two pictures, Please answer the following questions.

4) Please describe the two seasons of the first picture.

5) Would you prefer spring or winter? Please give a reason.

6) Which season do you like best? Please give a reason.

7) What is your favorite thing to do in your favorite season?

TOPIC 4: PETS

Please observe the two pictures, based on information of two pictures, Please answer the following questions.

4) Where is the dog is?

5) What color is the puppy? Do you like or hate puppies?

6) Please describe the characteristics of the two animals.

7) What is your favorite pet? Please give a reason.

Speaking Assessment Rubric

Total Marks: 28
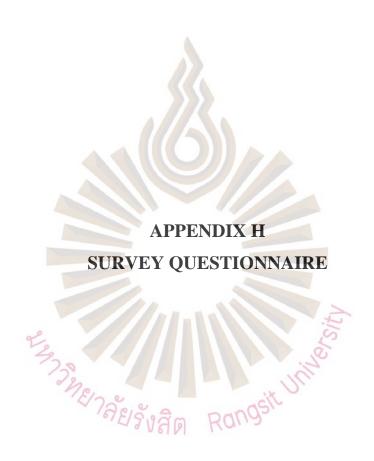
(There are seven questions in total, and one question is worth four score)

Score	Accuracy	Fluency
4	Be able to answer questions accurately and appropriately, with correct answers, no linguistic errors, and no misunderstandings.	Be able to communicate fluently in conversation, use daily expressions appropriately, and use appropriate communicative strategies to complete communication.
3	Be able to answer questions accurately and appropriately, with correct answers, have some linguistic errors, and no misunderstandings	Be able to communicate fluently in conversation, use daily expressions , and use communicative strategies to complete communication.
2	Be able to answer questions with correct answers, have some linguistic errors, have some misunderstandings.	Be able to communicate in conversation, use daily expressions , and use communicative strategies to complete communication.
1	Be not able to answer questions, have a lot of linguistic errors, have a lot of misunderstandings.	Be not able to communicate in conversation, can not use daily expressions , can not use communicative strategies to complete communication.

According to the reference standard for evaluation of speaking activities in compulsory education (2011).

Score	24-28	19-23	14-18	9-13
Grading Level	A	B	C	D

APPENDIX H

SURVEY QUESTIONNAIRE

QUESTIONNAIRE

The questionnaire will be handed out to grade five students who are the sample group for the study. This questionnaire is designed to examine students' perceptions about the use of B station media in English speaking lessons. The questionnaire filled out by participants will be kept confidential and will be used only for this study.

Part I: Demographic Data

Direction: Put a tick mark (√) in the brackets.

1.Age

Between 10-12 (   )   Between 13-15 (   )   16 and above (   )

2.Gender

Male (   )   Female (   )

3.Years of learning English

(   ) 2 years   (   ) 3 years   (   ) more than 3 years
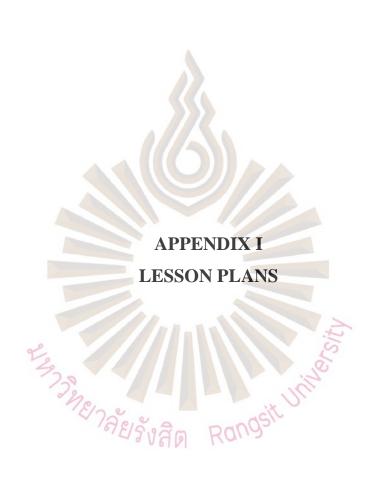
Part II: Students' Satisfaction

Mark your level of opinion from 1-5 (from strongly disagree to strongly agree) against each statement. The description of each scale 1-5 is as shown in the table below.

Scale					
Strongly Agree (SA)-5 Agree (A)- 4 Neutral (N)-3 Disagree (D)-2 Strongly Disagree (SD)-1					
Sl No.	Items	SA 5	A 4	N 3	DA 2	SD 1
PART A: INTEREST & MOTIVATION						
1.	Using B station media made learning interesting.					
2.	Using B station media made learning meaningful.					
3.	Using B station media helped me develop confidence to learn English speaking.					
4.	Using B station media motivated me to learn English speaking.					
5.	B station media provided a more effective learning style in speaking learning.					
PART B: ENGAGEMENT						
6.	All the activities related to B station media were interesting.					
7.	All the activities related to B station media were meaningful.					
8.	Cooperative group learning was important in the English speaking classroom.					
9.	Interactive communication is beneficial to the improvement of English speaking.					
10.	I felt more engaged when using B station media.					

Scale					
Strongly Agree **(SA)-**5 Agree **(A)-** 4 Neutral **(N)-**3 Disagree **(D)-**2 Strongly Disagree **(SD)-**1					
Sl No.	**Items**	**SA 5**	**A 4**	**N 3**	**DA 2**	**SD 1**
PART C: EFFICACY OF B STATION MEDIA ON STUDENT LEARNING						
11.	Using B station media helped improve my English speaking skill.					
12.	Using B station media helped improve my English pronunciation skill.					
13.	Using B station media helped improve my fluency in English speaking.					
14.	Using B station media helped improve my class participation.					
15.	Using B station media helped improve my English speaking achievement.					

APPENDIX I

LESSON PLANS

Lesson Plans 1

Lesson Plan 1 (Session:1&2)
Subject: English speaking
Topic: Park
Grade: 5
Class Strengths: 30 students
Time: 90 minutes (45 minutes/1session)
Students' background knowledge: Students have been learning English for more than three years and have basic speaking skills.
Teaching and learning strategy: Cooperative Teaching Method and B station media question and answer, practice.
Teaching and learning materials: Online learning material, ppt, B station media.
Lesson Objectives: After the course, students will be able to：
➢ Memorize the vocabulary and phrase in conversations, master basic conversations, and be able to use the content learned to communicate with other people properly by English speaking.
➢ Be able to apply what they have learned in class in real life situations.
➢ Have their own understanding and experiences of learning English speaking.

Session 1	
Stage & Duration	**Teacher's activities**
Greeting and Checking (5 minutes)	1. Greet student.
	2. Check students' presence and make sure they can hear me clearly.
Lead in (5 minutes)	1. Teacher show picture about "Park" in power point.
	2. Are you able to guess the topic of the day? Can you tell us your impression of the park?
	3. Praise students who answer questions and help them know phrases and sentence patterns to describe parks.

Lesson Plans 1 (Cont.)

Stage & Duration	Teacher's activities
Discussion (10 minutes)	1. Do you like to go to the park? Who would you most like to go to the park with? 2. Are you planning to go to the park with your parents or some very close friends? 3. Can you tell us about your most memorable experience at the park? 4. When we go to the park to play we can see signs everywhere to protect the plants, do you think we should break the plants in the park or to protect them?
Watching video in B station media (20 minutes)	The teacher will show the video three times through B station media. On the first viewing, the teacher will ask students to understand the general meaning and content of the video. The second time the video is shown, the students will have some vocabulary, phrases and conversational sentence patterns roughly memorized. The third time the video is played, the important vocabulary and sentences are paused and the teacher leads the reading aloud. Students are able to master the important vocabulary and basic sentence patterns basically.
Summary (5 minutes)	Summary:To summarize the key vocabulary sentence patterns. Homework:Transcribe and memorize important vocabulary and sentence patterns.Repeated reading aloud of vocabulary and important sentence patterns.

Session2	
Stage & Duration	**Teacher's activities**
Greeting and Checking (5 minutes)	1. Greet student. 2. Check students' presence and make sure they can hear me clearly.
Lead in (5 minutes)	Ask the students what they learned in the last class, and conduct random checks on the students' words, phrases and basic sentence patterns.
Review (10 minutes)	Reviewing the content learned.The key words like "forest" "river" "lake" "mountain" "hill " "tree " "bridge " "village". The key sentence like "There is a big white bird in the sky" "There is a lake beside the tree" "Is there a river in the forest?"
Group Activity by cooperative learning method (20 minutes)	The 30 students will be divided into 15 groups of 2 students.The teacher distributes printed dialogue exercises with two roles, A and B. The exercises fit the theme of the teaching content. Students communicate with each other according to the content of the English speaking dialogues. In the last five minutes the teacher will randomly check the conversation of 2-3 groups.

Session2	
Stage & Duration	**Teacher's activities**
Summary and Homework (5 minutes)	Summary: Summarize easily wrong points and difficult points Homework: Transcribe and memorize important vocabulary and sentence patterns.Repeated reading aloud of vocabulary and important sentence patterns.

Lesson Plans 2

<table>
<tr><td colspan="2" align="center">Lesson Plan 2 (Session:3&4)</td></tr>
<tr><td colspan="2">

Subject: English speaking

Topic: Hobbies

Grade: 5

Class Strengths: 30 students

Time: 90 minutes (45 minutes/1session)

Students' background knowledge: Students have been learning English for more than three years and have basic speaking skills.

Teaching and learning strategy: Cooperative Teaching Method and B station media question and answer, practice.

Teaching and learning materials: Online learning material, ppt, B station media.

Lesson Objectives: After the course, students will be able to：

➤ Remember what we learned in the classroom,memorize vocabulary and basic sentence patterns about the topic of hobbies

➤ Can converse proficiently in English speaking on the subject of hobbies.Able to express their hobbies in English speaking.

➤ Have their own understanding and experiences of learning English speaking.

</td></tr>
<tr><td colspan="2" align="center">Session 3</td></tr>
<tr><td align="center">Stage & Duration</td><td align="center">Teacher's activities</td></tr>
<tr><td>Greeting and Checking (5 minutes)</td><td>1. Greet student.
2. Check students' presence and make sure they can hear me clearly.</td></tr>
<tr><td>Lead in (5 minutes)</td><td>1. Teacher show picture about "Hobbies" in power point.
2. Are you able to guess the topic of the day? Do you have hobby?
Can you tell us what hobby you have?
3. Two students are selected to answer the question and the student who answers the question is complimented.</td></tr>
</table>

Lesson Plans 2 (Cont.)

Stage & Duration	Teacher's activities
Discussion (10 minutes)	1. Do you have hobbies? what kind of hobbies do you have? 2. Do you have one or more hobbies? If you have more than one hobby, what is your favorite hobby? 3. If we were to hold an English corner next week, what could your hobby do for the activity? 4. Do you think you should show your hobbies to others? Will you be brave to show your hobbies to others?
Watching video in B station media (20 minutes)	The teacher will show the video three times through B station media. On the first viewing, the teacher will ask students to understand the general meaning and content of the video. The second time the video is shown, the students will have some vocabulary, phrases and conversational sentence patterns roughly memorized. The third time the video is played, the important vocabulary and sentences are paused and the teacher leads the reading aloud. Students are able to master the important vocabulary and basic sentence patterns basically.
Summary (5 minutes)	Summary: To summarize the key vocabulary sentence patterns. Homework: Transcribe and memorize important vocabulary and sentence patterns. Repeated reading aloud of vocabulary and important sentence patterns.

Lesson Plans 2 (Cont.)

Session 4	
Stage & Duration	**Teacher's activities**
Greeting and Checking (5 minutes)	1. Greet student. 2. Check students' presence and make sure they can hear me clearly.
Lead in (5 minutes)	Ask the students what they learned in the last class, and conduct random checks on the students' words, phrases and basic sentence patterns.
Review (10 minutes)	Reviewing the content learned. The key words like "sing" "song" "cook" "swim" "dance " "draw " "cartoon " "wonderful". The key sentence like "What can you do?" "I can draw cartoons, I can do some kungfu too." "Can you do any kungfu" "I can speak English and play basketball". p
Group Activity by cooperative learning method (20 minutes)	The 30 students will be divided into 15 groups of 2 students. The teacher distributes printed dialogue exercises with two roles, A and B. The exercises fit the theme of the teaching content. Students communicate with each other according to the content of the English speaking dialogues. In the last five minutes the teacher will randomly check the conversation of 2-3 groups.

Lesson Plans 2 (Cont.)

Session 4	
Stage & Duration	**Teacher's activities**
Summary and Homework (5 minutes)	Summary: Summarize easily wrong points and difficult points Homework: Transcribe and memorize important vocabulary and sentence patterns. Repeated reading aloud of vocabulary and important sentence patterns.

Lesson Plans 3

Lesson Plan 3 (Session:5&6)
Subject: English speaking
Topic: Season
Grade: 5
Class Strengths: 30 students
Time: 90 minutes (45 minutes/1session)
Students' background knowledge: Students have been learning English for more than three years and have basic speaking skills.
Teaching and learning strategy: Cooperative Teaching Method and B station media question and answer, practice.
Teaching and learning materials: Online learning material, ppt, B station media.
Lesson Objectives: After the course, students will be able to：
➢ Remember what we learned in the classroom, memorize vocabulary and basic sentence patterns about the topic of hobbies ➢ Can converse proficiently in English speaking on the subject of season. Able to express their favorite season in English speaking. ➢ Have their own understanding and experiences of learning English speaking.

Session 5	
Stage & Duration	**Teacher's activities**
Greeting and Checking (5 minutes)	1. Greet student. 2. Check students' presence and make sure they can hear me clearly.
Lead in (5 minutes)	1. Teacher show picture about "Seasons" in power point. 2. Are you able to guess the topic of the day? Can you express the different seasons? What is your favorite season? 3.Two students are selected to answer the question and the student who answers the question is complimented.

Lesson Plans 3 (Cont.)

Stage & Duration	Teacher's activities
Discussion (10 minutes)	1. Which season do you like best? please tell me the reason. 2. What do you often do in summer? What do you often do in winter? What do you often do in spring? 3. Can you express the scene of different season in your mind? What is the most beautiful season in your mind? 4. What is your favorite festivals? What season is the festivals in? Can you express the festivals?
Watching video in B station media (20 minutes)	The teacher will show the video three times through B station media. On the first viewing, the teacher will ask students to understand the general meaning and content of the video. The second time the video is shown, the students will have some vocabulary, phrases and conversational sentence patterns roughly memorized. The third time the video is played, the important vocabulary and sentences are paused and the teacher leads the reading aloud. Students are able to master the important vocabulary and basic sentence patterns basically.
Summary (5 minutes)	Summary: To summarize the key vocabulary sentence patterns. Homework: Transcribe and memorize important vocabulary and sentence patterns. Repeated reading aloud of vocabulary and important sentence patterns.

Lesson Plans 3 (Cont.)

Session 6	
Stage & Duration	**Teacher's activities**
Greeting and Checking (5 minutes)	1. Greet student. 2. Check students' presence and make sure they can hear me clearly.
Lead in (5 minutes)	Ask the students what they learned in the last class, and conduct random checks on the students' words, phrases and basic sentence patterns.
Review (10 minutes)	Reviewing the content learned. The key words like "spring" "summer" "autumn" "winter" "snow " "beautiful" "pretty " "breakfast". The key sentence like "What is your favorite season?" "I like autumn best, the weather is good and the colour are beautiful." "Because i like summer vacation" "Because there are pretty flowers".
Group Activity by cooperative learning method (20 minutes)	The 30 students will be divided into 15 groups of 2 students. The teacher distributes printed dialogue exercises with two roles, A and B. The exercises fit the theme of the teaching content. Students communicate with each other according to the content of the English speaking dialogues. In the last five minutes the teacher will randomly check the conversation of 2-3 groups.
Summary and Homework (5 minutes)	Summary: Summarize easily wrong points and difficult points Homework: Transcribe and memorize important vocabulary and sentence patterns. Repeated reading aloud of vocabulary and important sentence patterns.

Lesson Plans 4

Lesson Plan 4 (Session:7&8)

Subject: English speaking

Topic: Season

Grade: 5

Class Strengths: 30 students

Time: 90 minutes (45 minutes/1session)

Students' background knowledge: Students have been learning English for more than three years and have basic speaking skills.

Teaching and learning strategy: Cooperative Teaching Method and B station media question and answer, practice.

Teaching and learning materials: Online learning material, ppt, B station media.

Lesson Objectives: After the course, students will be able to：

- ➢ Remember what we learned in the classroom, memorize vocabulary and basic sentence patterns about the topic of hobbies
- ➢ Can converse proficiently in English speaking on the subject of season. Able to express "whose the dog is?" in English speaking.
- ➢ Have their own understanding and experiences of learning English speaking.

Session 7	
Stage & Duration	**Teacher's activities**
Greeting and Checking (5 minutes)	1. Greet student. 2. Check students' presence and make sure they can hear me clearly.
Lead in (5 minutes)	1. Teacher show picture about "Pets" in power point. 2. Are you able to guess the topic of the day? Can you express the scene of dog in your mind? What is your favorite pets? 3.Two students are selected to answer the question and the student who answers the question is complimented.

Lesson Plans 4 (Cont.)

Stage & Duration	Teacher's activities
Discussion (10 minutes)	1. Which pet do you like best? please tell me the reason. 2. What do you often do with your pet? What is the most unforgettable experience you had with your pet? 3. If you have a pet can you describe what it looks like? 4. Please tell us what pets you know and what you would choose to be your pet?
Watching video in B station media (20 minutes)	The teacher will show the video three times through B station media. On the first viewing, the teacher will ask students to understand the general meaning and content of the video. The second time the video is shown, the students will have some vocabulary, phrases and conversational sentence patterns roughly memorized. The third time the video is played, the important vocabulary and sentences are paused and the teacher leads the reading aloud. Students are able to master the important vocabulary and basic sentence patterns basically.
Summary (5 minutes)	Summary: To summarize the key vocabulary sentence patterns. Homework: Transcribe and memorize important vocabulary and sentence patterns. Repeated reading aloud of vocabulary and important sentence patterns.

Lesson Plans 4 (Cont.)

Session 8	
Stage & Duration	**Teacher's activities**
Greeting and Checking (5 minutes)	1. Greet student. 2. Check students' presence and make sure they can hear me clearly.
Lead in (5 minutes)	Ask the students what they learned in the last class, and conduct random checks on the students' words, phrases and basic sentence patterns.
Review (10 minutes)	Reviewing the content learned. The key words like "climb" "drink" "think" "trunk" "jump " "storybooks" "picture" "carrots". The key sentence like "Whose the dog is?" "Yes, it is your dog, the dog is yours." "Is the dog eating? No he is not, he is playing ball" "Of course, it is mine".
Group Activity by cooperative learning method (20 minutes)	The 30 students will be divided into 15 groups of 2 students. The teacher distributes printed dialogue exercises with two roles, A and B. The exercises fit the theme of the teaching content. Students communicate with each other according to the content of the English speaking dialogues. In the last five minutes the teacher will randomly check the conversation of 2-3 groups.
Summary and Homework (5 minutes)	Summary: Summarize easily wrong points and difficult points Homework: Transcribe and memorize important vocabulary and sentence patterns. Repeated reading aloud of vocabulary and important sentence patterns.

BIOGRAPHY

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