

THE LEARNING MANAGEMENT WITH THE MULTIMEDIA FOR ENGLISH SPEAKING SKILL OF GRADE 6 CHINESE STUDENTS IN YUNNAN PROVINCE CHINA



A THESIS SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR
THE DEGREE OF MASTER OF EDUCATION
IN CURRICULUM AND INSTRUCTION
SURYADHEP TEACHERS COLLEGE

GRADUATE SCHOOL, RANGSIT UNIVERSITY
ACADEMIC YEAR 2023

Thesis entitled

THE LEARNING MANAGEMENT WITH THE MULTIMEDIA FOR ENGLISH SPEAKING SKILL OF GRADE 6 CHINESE STUDENTS IN YUNNAN PROVINCE CHINA

by ZHANG LI

was submitted in partial fulfillment of the requirements for the degree of Master of Education in Curriculum and Instruction

Rangsit University
Academic Year 2023

Assoc.Prof. Marut Patphol, Ed.D. Examination Committee Chairperson

Asst.Prof. Nipaporn Sakulwongs, Ed.D.

Member

Techameth Pianchana, Ph.D.

Member and Advisor

Approved by Graduate School

(Asst.Prof.Plt.Off. Vannee Sooksatra, D.Eng.)

Dean of Graduate School

May 28, 2024

ACKNOWLEDGEMENTS

I would like to sincerely thank all those who have given me help and support in the process of completing this thesis. Without their help, this thesis would not have been completed as scheduled.

First of all, I would like to thank my supervisor, Dr. Techameth Pianchana. Throughout the research process, my supervisor gave me patient guidance and selfless support. He not only taught me a lot of knowledge and research methods academically, but also gave me a lot of encouragement and care in life. During the experiment, he patiently answered my questions and enabled me to successfully complete the experimental part. Also, I want to thank my family and friends. My best friend, Yang Jing, for her unconditional understanding and support during my research. I would like to thank all the experts, Dr. Nipaporn Sakulwongs and Dr. Marut Patphol, for their help in writing and editing academic papers. Their experience and insights enabled me to write more rigorous and complete papers.

As the thesis is completed, I would like to express my sincere thanks again to all those who supported me. Your help is what kept me going and is the key to my results. Thank you all.

Zhang Li Researcher 6406613 : Zhang Li

Thesis Title : The Learning Management with the Multimedia for English Speaking

Skill of Grade 6 Chinese Students in Yunnan Province China

Program : Master of Education in Curriculum and Instruction

Thesis Advisor : Techameth Pianchana, Ph.D.

Abstract

This study aims to determine the effectiveness of multimedia instruction on the English speaking skills and learning satisfaction of grade 6 students. A target group of 30 grade 6 students was selected to participate in the study. The tools used to collect quantitative data were lesson plans, speaking skill tests (pretest and posttest), and student satisfaction questionnaire. The data were analyzed using a sample paired t-test based on mean, SD, and significance value. According to analysis of the pretest and posttest scores, the results showed a significant difference between the posttest mean ($\overline{x} = 9.17$) and the pretest mean ($\overline{x} = 15.93$), with a mean difference of 6.76. The significance value for this group is P<0.05, indicating a significant increase in posttest scores compared to pretest. Likewise, data from the student satisfaction questionnaire confirmed that students received positive learning satisfaction. Therefore, multimedia teaching is activated and effective for students' English speaking skills.

(Total 118 pages)

Keywords: Multimedia, Speaking Skill, Learning Management, Learning Satisfaction, Grade 6

TABLE OF CONTENTS

		Page
ACKNOWLE	DGEMENTS	i
ABSTRACTS		ii
TABLE OF C	ONTENTS	iii
LIST OF TAB	LES	vi
LIST OF FIG	URES	vii
CHAPTER 1	INTRODUCTION	1
	1.1 Background and Rationale of the Study	1
	1.2 Research Objectives	6
	1.3 Research Questions	6
	1.4 Research Hypothesis	6
	1.5 Scope of The Study	7
	1.6 Definitions of Terms	10
	1.7 Conceptual Framework of the Study	11
	1.8 Limitations of the Study	11
	1.9 Significance of the Study	12
CHAPTER 2	LITERATURE REVIEW	13
	2.1 The English Curriculum in China	13
	2.2 The importance of English academic performance in China	17
	2.3 The Multimedia in Teaching	20
	2.4 Student's learning English achievement and student's satisfaction	25
	2.5 Related Research Study	35
CHAPTER 3	RESEARCH METHODOLOGY	45
	3.1 Research Design	45

TABLE OF CONTENTS (CONT.)

	22 P 12 10 1	Page
	3.2 Population and Sample	46
	3.3 Research Instrument	47
	3.4 Data Collection Procedures	50
	3.5 Data Analysis	51
CHAPTER 4	RESULTS OF DATA ANALYSIS	53
	4.1 Analysis for English Speaking Skills of Grade 6	53
	Chinese Students After Using Multimedia Teaching	
	4.2 Analysis for The Students' Satisfaction of Grade 6	57
	Chinese Students After Using Multimedia Teaching	
CHAPTER 5	CONCLUSION, DISCUSSION AND	62
	RECOMMENDATIONS	
	5.1 Conclusion	62
	5.2 Discussion	64
	5.3 Recommendations	67
	323	
REFERENCE	ร วิจิกะกลัยรังสิต Rangsit Unive	69
APPENDICES		80
	Appendix A Letter of Approval	81
	Appendix B Participants' Information Sheet	83
	Appendix C Experts who Validated Research Instruments	86
	Appendix D Lesson Plans	88
	Appendix E IOC of Lesson Plan	104
	Appendix F Speaking Skill Test	106

TABLE OF CONTENTS (CONT.)

	Page
Appendix G IOC of Speaking Skill Test	108
Appendix H Students' Satisfaction Questionnaire	111
Appendix I IOC of Questionnaire	115
BIOGRAPHY	118



LIST OF TABLES

		Page
Tables		
1.1	Timeline of the Study	9
1.2	Content of the study	9
2.1	Difference between multimedia teaching and traditional teaching	24
2.2	Evaluation index of multimedia teaching students' learning	33
	satisfaction	
2.3	Hypothesis Comparison	36
3.1	Below shows the details of the research instruments based on the	47
	research objective	
3.2	List of Lesson Plan	48
3.3	Interpretive range of average scores	52
4.1	Sample T-test	54
4.2	Pretest and Posttest Scores of the Sample Group	54
4.3	Students' Satisfaction Aggregate Form	58
4.4	Analysis of questionnaire Part A: Learning Activities	58
4.5	Analysis for Part B - Learning Management	59
4.6	Analysis for Part C - Learning equipment	60
	ายาลัยรังสิต Rangsit	

LIST OF FIGURES

		Page
Figures		
1.1	Location of the Research School	8
1.2	Independent Variable and Dependent Variable	11
2.1	Student Satisfaction Design Chart	32
2.2	The Cone of experience char	39
3.1	Experimental Research Sequence	46
4.1	Pretest and Posttest Bar Graph	56
4.2	Histograms comparing the pretest and posttest mean score	57



CHAPTER 1

INTRODUCTION

1.1 Background and Rationale of the Study

In the 21st century, which has entered the information, network, and digital age, the use of modern education technology in school education is in ascendancy. Computer-controlled multimedia classroom teaching has become the main school teaching method, the most popular, and the most effective auxiliary means. It improves the efficiency of classroom teaching and achieves the effect of getting twice the result with half the effort. With the popularization and promotion of information technology, computer-controlled multimedia has moved from the multimedia classroom into the ordinary classroom and has become a common teaching auxiliary means used in the conventional classroom (Zhuang, 2008).

The traditional teaching media should be integrated with the current multimedia technology, not opposed and split. Therefore, in the production of multimedia teaching courseware, the corresponding focus should inspire students to think and understand the problem rather than a boring single piece of content. According to Sun Tingzhi's research, when the teacher uses multimedia teaching horse Zhiyuan "day net sand autumn thought," he prepares the relevant courseware in advance and, after class begins, plays multimedia with a big screen showing "the sunset, west wind cold, yellow leaves, dusk road, single thin horse," a late autumn sunset picture, and is equipped with the "north wind cold" desolate music background,

letting a person see a desolate, lonely, tired of wandering the sad atmosphere (Sun, 2014). Then guide the students to read the article so that they really feel that things happened in front of them and can really feel the situation of the wanderer's homesickness. The use of multimedia in enriching the classroom content, creating a classroom atmosphere, and bringing the students into the text of the scene plays a great role. Instead of simply playing the text content.

However, there are still many problems with multimedia teaching. For example, the teachers rely too much on slides, the breadth and depth of mastering the course do not reach the designated position, the content of the textbook "moves" the courseware, lacks the necessary thinking and understanding process, lacks rational thinking arrangements, and makes students feel bored. And a large number of teachers completely use multimedia teaching, ignoring the role of chalk and blackboard, thus affecting the integrity and coherence of the curriculum. During the teaching process, the lack of words on the blackboard cannot show the logical context of the whole class, which makes students ignore the logical connection of the content and hinders deeper understanding. With the slides over and the chalkboard unrecorded, the students were impressed with what they had learned, and the coherence of the teaching process was disrupted (Zhang, 2017). Try to identify the teaching problems and be careful grammatically.

The knowledge of multimedia teaching is relatively fixed, and the frequent switching of teaching links, PPT playback, etc. causes students to be distracted in learning, which is not conducive to students' active participation in learning. Due to the age limit of students, knowledge and resource acquisition work is mostly completed by the outside world, but it also inevitably leads to a certain deviation between the knowledge actually received by the students and the actual knowledge. At

the same time, because most of the knowledge received by students is mediated by language and characters, students cannot form a complete and systematic understanding of knowledge. In the long run, it will not only be unfavorable for students' quick grasp of knowledge, but will also impede students' imagination and creativity. It is not conducive to the long-term development of students (Jia, Chai, & Zhao, 2014).

Too much teaching information is not conducive to students' digestion and absorption. Application of multimedia technology for teaching can make traditional teaching time limited by a lack of information and problem solving, thus accelerating the pace of teaching and increasing the capacity of teaching knowledge. However, if the capacity of teaching information is too large, it is not conducive to students' thinking consciousness, can lead to students digesting and absorbing, and is not conducive to the realization of the ideal teaching effect. Moreover, too large a teaching information capacity not only increases the teaching workload but also increases the learning burden of students after a period of accumulation, which is not conducive to the stimulation of students' enthusiasm for learning and makes it difficult to effectively reflect the advantages of a large multimedia teaching information capacity (Yu, 2015).

For teachers, the system and framework of subject knowledge are stable. Compared with the traditional handwritten blackboard, the multimedia system eliminates the disadvantages of repeatedly copying the blackboard. Similarly, the multimedia system, by using charts, can greatly reduce the time spent drawing charts. This advantage is particularly outstanding in the same course with more classes. The content downloaded from the Internet can also be put on the courseware in time, so that the old data can be replaced and the courseware can be modified in time, showing the teacher "advancing with The Times", but also to avoid the teacher's "many years

old, modification is both troublesome and not beautiful" disadvantages. China attaches great importance to multimedia teaching. By 2021, China will have held the 11th "National Multimedia Courseware Competition". Based on the requirements of teaching reform, on the one hand, the teachers, especially the teachers, must follow the trend of information; on the other hand, the students, "knowledgeable" and active, also need modern teaching methods to help them learn, thus using multimedia teaching (Sun, 2021).

To Introduce modern multimedia technology into teaching, use multi-dimensional teaching media information in multimedia structure, effective organization, and use of multimedia technology that is flexible, vivid, and convenient to control the characteristics, so that the full range of the main teaching space in the teaching process is fully utilized, so as to trigger students' imagination and creation power (Chen, 2007). This perfect combination of multimedia technology and teaching content can promote the mutual integration of human senses and imagination and produce an unprecedented thinking space and creative inspiration in an all-around three-dimensional space.

According to Xie Yuxia of Shanxi University (Xie, 2010), with the deepening of research on multimedia technology and simulation technology, the theoretical method of realizing "virtual reality" has also had a great development. Taking three primary schools in Lanzhou as an example, it points out that teachers can create good teaching situations by using multimedia teaching methods and achieving clever introductions (Yan, 2015). Using the characteristics of multimedia pictures and pictures can help teachers create the required teaching situation and vivid teaching intention for students, so that students have a sense of immersion and can more deeply understand the knowledge learned, so as to achieve the effect of mastery and easy learning. It not only reduces the learning difficulty of students, but also improves teaching efficiency.

As a teacher, the multimedia-assisted teaching method pays attention to the cultivation of students' independent learning abilities, emphasizes personalized teaching in class, and advocates communication and interaction between teachers and students. This kind of multimedia-assisted teaching method has profound significance for improving students' self-study ability, thinking ability, and practical ability (Sun, 2014).

For sixth grade students, at their age, they have curiosity about everything around them and like novel things very much, so multimedia, a product born with the development of science and technology, appeared (Shao, 2006). In traditional teaching, the goal of English reading teaching is realized through "preview, explanation, silent reading, reading, looking up the dictionary, group discussion, and summary". Due to the influence of class collective teaching, class hours, and teaching progress, teachers let students read silently, let alone a lot of effective reading. This has a negative impact on the improvement of pupils' reading comprehension abilities. Multimedia computers have the ability to provide teaching information such as text, graphics, still images, animation, sound, and video. Under the guidance of teaching design, the teaching content can be divided according to the knowledge points and realize the hypermedia links, forming a nonlinear structure similar to the semantic network, which is very suitable for students to learn. A multimedia computer has the ability to store a large amount of teaching information and a lot of reading materials, which allows students to retrieve new words and difficult sentences in reading. It also provides standard reading demonstration notes as needed. The teaching information stored by multimedia computers has the characteristics of vividness, image, intuitiveness, and strong appeal, in line with the cognitive characteristics of primary school students (Shao, 2006).

From the above points, applying multimedia technology to practical teaching makes it easy to organize and manage teaching information. The use of multimedia technology can bring more video and audio content to students and stimulate them to expand their thinking. The researcher would like to develop the learning achievement of grade 6 Chinese students in Yunnan Province, China.

1.2 Research Objectives

- 1.2.1 To compare the English-speaking skills of Grade 6 Chinese students in Yunnan Province before and after using multimedia.
- 1.2.2 To investigate students' satisfaction of Grade 6 Chinese students using multimedia.

1.3 Research Questions

- 1.3.1 Would the multimedia improve the English-speaking skills of Grade 6 Chinese students in Yunnan Province?
- 1.3.2 How is the students' satisfaction toward using multimedia among Grade 6 Chinese students?

1.4 Research Hypotheses

- 1.4.1 The English-speaking skills of Grade 6 Chinese students was improved after using multimedia.
 - 1.4.2 Students in Grade 6 Chinese was satisfied with the use of multimedia.

1.5 Scope of the Study

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

First, the sample group is from one of the primary schools in Yunnan Province, China. In addition, the data will be collected from grade 6 students of that particular school through multiple choice and fill-in-the blanks.

Second, instructors in China are given a handbook for teaching English. They are allowed to develop and execute their learning materials based on their students' requirements. As a result of this research, it recommends utilizing multimedia to help students improve their English learning achievement.

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 325 students and 39 teachers. Figure 1.1 shows the location of the study school.

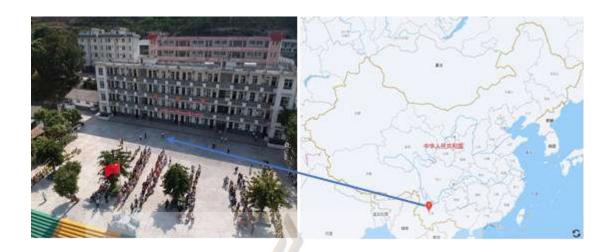


Figure 1.1 Location of Research School Source: Baidubaike, 2011

1.5.2 Population and Sample

The study's target population consisted of four classes of 120 students (one class of 30 students) from a primary school in Yunnan Province, China. Their ages vary from 11 to 13, and they are of various mixed genders and English abilities. The researcher selected one class as a sample group by cluster random sampling. Each class has a similar number of students, and the ratio of the number of boys to the number of girls is 1:1. There are 15 boys and 15 girls. The students' grades in a Chinese course from the previous semester will be analyzed to prevent any possible research bias in the study.

1.5.3 Time Frame

This study will be conducted in the first semester of the academic session between October 2022 to August 2023. The teaching experiment will last for four weeks. The class session will be conducted once a week. There are four lesson plans of

60 minutes each. Table 1.2 below shows the timeline of the study.

Table 1.1 Timeline of the Study

Activity	Jan	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Literature											
Review											
Research											
Proposal											
Data					7.						
Collection				- 5							
Data				10 1/10							
Analysis											
Report						//					
Writing											
Final				,							
Defense											

1.5.4 Content of Lesson plans

For the study, the researcher designed four lesson plans for four lessons, each lasting 120 minutes. The topic of each lesson was based on People's Education Edition (PEP) Primary English Grade 6 Volume 1. The lessons are based on the following themes.

Table 1.2 Content of the study

Lesson Plan	Topic	Multimedia teaching Method
Lesson Plan 1	How can I get there?	Use multimedia to teach students how
		to get there by transportation
Lesson Plan 2	Ways to go to school	Use multimedia to teach students the
		route and way to get to school

Table 1.2 Content of the study (Cont.)

Lesson Plan	Topic	Multimedia teaching Method	
Lesson Plan 3	My weekend plan	Use multimedia to help students make reasonable weekend plans	
Lesson Plan 4	I have a pen pal	Use multimedia to teach students how to communicate with pen pals and help students find a pen pal	

1.6 Definitions of Terms

Learning management with multimedia refers to the methodology that the researcher designed for teaching Chinese sixth graders. Multimedia teaching equipment includes projectors, curtains, etc., which are used to display pictures, videos, presentations, etc. on the large screen in the classroom. On the electronic whiteboard, the teacher can write and mark with the electronic pen, and the students can interact directly with it. Computers and laptops are used to run teaching software, display teaching resources, and conduct online teaching. There are four steps to teaching. 1) Introduction by using photos, sounds, or words from multimedia such as websites, VDO clips, or short video popularization of science content, and website image display to review previous knowledge to bring into new lessons 2) Instruction by background knowledge and history of the new text through some pictures and sounds of the computer 3) Learning activities are done in groups, and then every group does a presentation. 4) Conclusion by group discussion; then students have to do brain-storming to make a conclusion.

English-speaking skill refers to the scores in the English-speaking skill tests based on a lesson plan after using multimedia for the teaching of the grade 6 Chinese students. The researcher designed the test for speaking skills. It was contain 20 questions for speaking.

Students' Satisfaction refers to the Grade 6 Chinese students' Satisfaction after using multimedia. This is measured by using a questionnaire. The questionnaire contains three parts. The first part is the learning activities. The second part is learning management, and the third part is learning equipment. These questions helped the researchers analyze the respondents' attitudes towards multimedia teaching.

Students refers to Grade 6 Chinese students in one class of the primary school in Yunnan, China.

1.7 Conceptual Framework of the Study

The independent variables in this study include the usage of multimedia, whereas the dependent variables are students' learning English achievement.

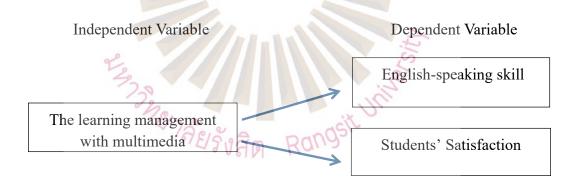


Figure 1.2 Independent Variable and Dependent Variable

1.8 Limitations of the Study

1.8.1 This study was limited to one public school in Yunnan Province, China. Applying the research results to students at other schools is uncertain, and different individuals may have differences in the experimental data.

1.8.2 The data was collected after using multimedia computer-based instruction and questionnaires. This result can be used to compare students from another school in the same region. However, more problem-based learning activities can be performed over a longer period of time.

1.9 Significance of the Study

The significance of the study are stated as follows:

- 1.9.1 The use of multimedia helped improve the learning achievement in English of Grade 6 students in Yunnan Province, China.
- 1.9.2 The study significantly shows that students are more satisfied with multimedia teaching than traditional teaching methods.
- 1.9.3 This study proves that teachers' use of multimedia in teaching English courses is significantly helpful to students, helping them to effectively improve their English achievement.

Para Rangsit University

CHAPTER 2

LITERATURE REVIEW

This chapter shows the effects of the development of the English curriculum in China, its economy, education, and culture, and introduces the importance of students' English performance in China and the importance and influence of student satisfaction on all aspects of multimedia English teaching. In addition, this chapter discusses some related academic articles, including Mayer's multimedia teaching theory and student engagement theory.

2.1 The English Curriculum in China

2.1.1 History of the origin of English curriculum in China

The Chinese English curriculum began in coastal cities, and this English teaching was mostly carried out sporadically by Christian missionaries in British and American countries. The model group was very narrow and small in scale, and it did not form a formal and systematic education. The first Christian mission to China was led by Robert Morrison of England. In 1818, Morrison established an English-Chinese college in Malacca, the first church school run by Western Christian missionaries in Nanyang. The capital division and the common culture museum, which were opened in 1862, are the first formal English teaching organizations in Chinese history and the forerunners of modern Chinese education. (Sun, 2016) The Capital Museum was founded and developed in the fierce struggle between the westernization school and the dichards in the Qing Court. It has a distinct feudal and semi-colonial nature. Because of this reason, later generations evaluated it differently, but the establishment of the Capital Museum opened the pioneering doors of Chinese-English learning. Since then, new Westernization schools have been opened one after another, and the wind of new schools has entered China,

which was isolated for a long time, and finally opened a gap in China's feudal education system. In this context, the Qing Dynasty government was ordered to send overseas students to study abroad, which is a major breakthrough in China's modern education.

After many wars, China has entered the new China era and is more closely connected with the world. As a tool of communication with the world, English was gradually recognized and accepted and began to spread throughout the country. Almost all universities offer English courses, including English classes, cram schools, increasing numbers of TOEFL, IELTS, and GRE exams, and numerous English magazines and newspapers. China has become the country with the most English-language learners, often standing at over 60 million people in recent years, surpassing the United States (Yanxin, 2015).

After the reform and opening up, English has made great progress in China, and the number of learning groups has also gradually increased. However, in front of the "English fever", we must think calmly and not blindly drift with the tide. English has been introduced into China for a history of 200 years, during which the development has been fast or slow, or even interrupted, but it has continued to this day and set off round after round of "English fever".

In 2003, the curriculum standard pointed out that "for all students, laying a foundation for the lifelong development of students" was important and clearly proposed that language teaching should take the development of students as the ultimate goal. In the "teaching advice", which is in turn put forward to pay attention to students' emotions, strengthen the guidance of students' learning strategy, change students' learning style, the emotion, the learning strategy, and other humanistic factors into the course implementation system, from the English teaching T sexual and humanistic two aspects of English teaching objectives, it is more comprehensive (Lu & Wang, 2011). An important trend of modern foreign language teaching reform is to meet the developmental needs of human beings, and the concept and practice of emphasizing pragmatic communicative teaching have been widely recognized. Therefore, English teaching should take into account the dual characteristics of instrumental and humanistic nature and pursue the comprehensiveness of

English teaching objectives, which has become a new development direction for English teaching. (Lu & Wang, 2011)

In the 21st century, China has put forward the concept of quality education, which requires students' all-round development of morality, intelligence, physique, and beauty. According to Nanjing, the "21st Century Core Literacy 5C Model" includes cultural understanding and inheritance (Cultural Competency), argumentative thinking (Critical Thinking), innovation (Creativity), communication (Communication), and cooperation (Collaboration), because the words all start with C, referred to as 5C literacy. Each literacy has several secondary dimensions, which are used to enrich the literacy and then fully support the whole literacy framework. This literacy system is not only in line with China's reality and highlights local characteristics, but also reflects the international vision and development trend to a certain extent (Wang, 2020).

2.1.2 The economic impact of English curriculum on China

English is one of the most widely used languages in the world, especially in many European countries with English as their mother tongue. As the second language for us to learn, English makes many of our peers feel very difficult when learning it. In addition, awareness of the importance of English learning is not enough, and some even give up learning it. As everyone knows, even if it is difficult, we cannot give up learning English. We should face up to the relationship between English and China's economic development and realize the importance of learning English so as to enhance motivation and enthusiasm for learning English in order not to be eliminated by the rapid economic development of society. In this context, all industries have put forward high requirements for talents (Gao, 2015). Most enterprises, in addition to requiring the applicant to have solid professional skills and flexible response ability, also need the applicant to master the English subject knowledge, complete basic communication in English, use English translation, and properly handle some foreign business work. Only such talents can meet the needs of social development. Then the compound talents, who are both capable and know English, law, and news knowledge, belong to the key cultivation objects of colleges and universities. Accordingly, the training of comprehensive and composite talents has a certain driving role in China's economic development. The two complement each other and promote each other (Li, 2013).

2.1.3 The Impact of the English curriculum on Chinese Education

There are about 5,000 different languages in the world, among which more than ten are called hyper centric languages, including English, Chinese, Arabic, Spanish, French, German, and so on. English, in turn, is a super-centric language and the core of the world language system (Deswan, 2008). These super-centric languages connect the entire human society of different languages together and constitute today's global village. According to the "world English" theory, China is also one of the countries extending its circle. China is the most populous country in the world and currently has the largest number of English learners. Since the reform and opening up of China in 1978, China's English education has developed by leaps and bounds. According to the survey, the number of people learning English in recent years has long remained above 60 million (Yan, 2002).

However, the use environment of English in China is still relatively limited. Today, although China's export-oriented economy has had extraordinary development, China has become the world's processing plant. However, in the internal operations of these "world factories", most of the employees do not need a high English level in their daily work, only a small number of technical and management personnel are able to master English. Outside the "factory of the world", foreign nationals who need English account for a smaller proportion of China's 1.3 billion population (Long & Geng, 2012a). Through compulsory education learning, students can only learn some basic English knowledge. If you do not insist on continuing to study and practice English, it can be said that you basically cannot effectively apply it. Most of the students who enter high school and pursue further college study spend more time and energy on learning English, mainly to pass exams, obtain college entrance qualifications and various grading certificates. They know the basic English grammar and vocabulary can be better, have a certain listening and reading ability, but if not learning English professional or special love English, after graduation is not engaged

in the work associated with English, or have no chance to continue to learn and use English, after a few years, the English level will fall sharply, and even forget most of the English knowledge and skills. It can be seen from the above analysis that the language environment of English used in China determines its popularization level in China.

2.1.4 The influence of English courses on Chinese culture

In today's era of information integration, no matter which field, they are developing towards the trend of globalization. Of course, driven by this trend, the globalization of the world economy undoubtedly plays an important role in the progress of any country. Subsequently, the continuous economic complementarity and cooperation are one of the important reasons for the foreign language to enter the Chinese language. As we know, the continuous development of science and technology is mostly produced in developed countries such as Europe (Fan, Huang, Cui, Kou, & Feng, 2014). China's accession to the WTO attracted many foreign enterprises in domestic markets, more and more countries, and more frequent trade and cultural exchanges, which not only enrich our economic system but also, to a certain extent, make us adapt to the development of The Times, constantly absorb advanced technology, and constantly accept the influence of various ideologies. Thus, we constantly accept and absorb the influence of foreign languages on us.

2.2 The importance of English academic performance in China

ายรังสิต Rang

Academic performance in the public thinking refers to the students test scores (Modern Chinese Dictionary, 2002). The academic community's assessment of students' academic performance usually uses the students course exam scores or grade points at the end of the semester, and sometimes it will study ability evaluation test scores as a measure of academic performance. Some scholars who study academic performance call it "academic achievement" (Du, 2023), which means students' own academic results through tests or evaluation tools, such as test scores and scoring rankings. Limited by the research conditions, the study performance used in this study

is the test score of a certain stage of the semester, and only English is tested this time, so the test score of this subject is selected, and the measurement index of students' study scores is finally calculated.

Primary school English is the most basic course in primary school teaching. Most primary schools now start to carry out English teaching activities in the third grade. I think the third grade of primary school is not only the easiest one to lay a good foundation but also the most suitable stage. Now that pupils have English tutorials of many kinds, just to learn English, children should pay more attention. Parents at this stage should also pay special attention to the children's learning situation, help the children remember words, focus on the children's pronunciation standard, etc., and encourage teachers and parents to cooperate with each other to help children quickly master English knowledge and learn English well in this course.

Primary school students' ability to learn English well for future learning and development is of great significance, as mainly reflected in the following aspects: First of all, we must learn English well in order to study at deeper levels. Primary school, junior high school, high school, and even the university all need English. In the primary school stage, laying a good foundation for future learning is of great help. Developing good learning habits can make the future learning road more like a duck to water. Secondly, in the face of future development, English involves many fields. Learning English well can add a touch of color to your work and life. Finally, in order to improve the overall quality and level of our Chinese nation, we must learn and speak English well. Flexibly using English can improve a person's cultural literacy and enhance their level of knowledge (Li, 2018).

The importance of English performance in primary school will determine the future of students. The vocabulary of English textbooks in primary school today is around 2,000, Plus, with six years of compulsory primary education, Continuous learning, and the accumulation of time, Primary school students will continue to master the English vocabulary, Expanding the English vocabulary, The learning of these languages, It also takes time to accumulate vocabulary, Just as we strengthen

primary school English education through practice and the accumulation of time, Will make primary school students master grammar and revise improvements in time and experience, Strengthening English education in primary school, In this way, The richer the vocabulary is, The more the child can say clearly, and the better the ability to master the grammar, the more fluent the child can speak English. In primary school, we will strengthen English education so that more children can master more English vocabulary, which is more conducive to future English learning (Wang, 2014).

The English education in the primary school period can help the primary school students remember more words for the development of their own intelligence, and the flexible mental exercises are of great help. As we all know, the children of today, from infants to young children, are not only learning the language but also thinking. Their ability to understand, analyze, and judge themselves and the outside world is synchronized with the learning of various languages. The learning of a new foreign language can stimulate the intellectual development of the brain (Wang, 2014). There are hundreds of millions of cells in the human brain, forming a complex network, and these brain nerve cells develop at their peak. If not stimulated before the age of three, some brain nerve cells will atrophy because they are useless. During the primary school period, students, through a variety of rich stimulation, can also stimulate their own brain cell growth, although this does not necessarily have an immediate effect. For future learning, development reserves more important abilities. Therefore, primary school children learn languages easier than other ages, so primary school English education can improve children's interest in learning English in all aspects. The earlier pupils can contact English, the more correct it is to learn another foreign language, prompting various stimuli in the brain to play the role of developing intelligence.

Primary school English performance is crucial in the junior high school's advanced English. Paving the way for children's early contact with English and acceptance of formal English learning cannot only develop children's learning potential but also give them an advantage in future social competition in today's era of time racing, information development, and language ability.

Training will not only be a subject of the school but also for foreign languages for trade, overseas travel, diplomacy, sightseeing, and even exams, employment, and promotion. In recent years, due to frequent foreign trade and the introduction of science and technology, learning English has become a common trend. According to the survey report, the number of English students in China has exceeded five million, and the proportion is still surging; according to experts, in another five years, those not understanding English will become "illiterate", so learning a foreign language well is a compulsory course for modern people, especially children (Guo, 2014).

In short, in an economic society, English has also become one of the most important information carriers. At present, in China, elementary school and kindergarten English courses are more and more common; the reality also illustrates the necessity and possibility of pupils' English education and is being accepted by most people, although in the areas of teaching material writing, teaching method improvement, teacher training, etc., especially in the cohesion with middle school foreign language classes, there are still many problems. However, we still cannot ignore the importance of primary school English education.

2.3 The Multimedia in Teaching

According to the statistic, the competition for comprehensive national strength is the competition of talents, and colleges and universities are the cradle of training high-level talents. According to statistics, the proportion of scientists and engineers engaged in scientific research and development is: 79.6 people in Japan, 74.3% in the United States, 56.9% in France, 47.1% in Canada, and 6.8% in China (Ye, 2006). This shows that my country's senior talents are far behind those of developed western countries and neighboring Asian countries. My country's higher education needs to expand in scale and speed up in speed. On the one hand, it can be achieved by mobilizing the enthusiasm of socially responsible schools to form a diversification of schools. On the other hand, through the establishment of a national virtual network university, teachers can understand and master the latest scientific research through the Internet to enable teachers to be dynamic, introduce it to classmates, and use the online

multimedia to make students enjoy the teaching services of international first-class universities without going abroad.

Multimedia Teaching has some advantages, as follows:

Compared with traditional teaching methods, multimedia teaching has reduced the unnecessary tablet time of teachers. Teachers provide rich background knowledge, statistical data, related cases, and practical operation images with the preparation of teaching courseware in advance, which increases the density of teaching content. Increased the teaching time and learning time of new knowledge, so it can increase the amount of information transmission in a limited teaching time and give students more time to practice, consolidate, digest, and understand. This is easier for students. Understanding and consolidation, the level of understanding will be deeper.

The external stimulus provided by multimedia computers is not a single stimulus, but a comprehensive stimulus of multiple sensory types. It has electrical teaching methods such as projection, recording, video, movies, television, and computer CAI technology. Multi-dimensional signals stimulate students from various aspects such as visual, hearing, external feelings, etc., so that students have a variety of senses of understanding and knowledge learning (Sun, 2003).

The interaction of multimedia computers is conducive to stimulating students 'learning interests through teaching content, teaching strategies, teaching methods, teaching steps, and even students' exercises in the traditional teaching process. Teaching process. In the multimedia computer interactive learning environment, middle school students can choose the content they want to learn in accordance with their own learning foundation and their learning interests and choose the practice project that suits them, so that they can have a strong desire to learn and form a learning motivation.

According to the methods listed above, I think the importance of multimedia teaching in Chinese education is indifferent. In choosing to teach with multimedia, we are the first to be student-centered and focus on the cultivation of students 'learning abilities. From the traditional knowledge taught to the learning organizer and coordinator, that is, to guide the students' learning activities, plan, organize, and coordinate, focus on cultivating students' ability to learn and obtain information and knowledge, and actively explore the ability to cultivate students' ability to obtain storage information through online teaching, accurately identify and screen information, and creatively process and process information. Actively explore and cultivate new models of innovation, practical ability, and entrepreneurial ability. And multimedia teaching can truly achieve resource sharing compared with multiple teachers in the same course in the traditional teaching mode. It avoids issues such as one-sided views, unrealistic information, and inaccurate teaching points. It summarizes the experience, achievements, and materials of many experts and teachers' many years of teaching, which is conducive to improving the quality and effect of teaching.

On February 9, 2015, the Guangming Day News published the article "Can PPT replace the Blackboard?" and analyzed the relationship between traditional education and modern technology. It can be seen from the current situation of multimedia in modern teaching. It can be seen that the times provide technology, schools introduce classrooms, parents are willing to accept, and students are willing to use it. Calling. As a neutral scientific and technological means, the root cause of education is not whether it should be changed but whether it is used well. Therefore, we must pay attention to "grasping the fundamental and grasping goodness" (Wu, 2017).

On April 13, 2017, an article published by the China Education News on its official WeChat was entitled, "This school actually banned teachers from using PowerPoint in class! Do you dare leave the PPT class? The article pointed out that the departure points of the Fengtai Experimental School Affiliated to Beijing Education Institute is based on the protection of students' vision and health, stipulating: "PPT is disabled in the first and second grades of primary schools, and PPT is used for limited

time in other grades." The way to preach, teach, and solve confusion is to summarize this kind of classroom teaching back to traditional classroom teaching into three characteristics: "people in the meal", "people-oriented," and "interactive communication" (Xiang, 2015).

The choice of multimedia teaching is an inevitable trend in the development of this era. It is also the best way for students. It can allow students to gain knowledge in a faster way and greatly reduce the burden on teachers.

From the perspective of teachers, it is conducive to the efficiency of teaching. Under the traditional book teaching mode, teachers need to spend a lot of time to complete the writing of the book. Considering the observations of the layout and the understanding and memory of the knowledge, the overall framework and style of the board need to be designed in advance. Therefore, to a certain extent, it affects the overall progress of teaching and increases the workload of teachers. The multimedia courseware has good repetitiveness in the process of use and can output more knowledge content in a short period of time according to the needs of teaching, save teachers' book time, and leave the interaction of teachers and students in the classroom. Great space. In addition, with the help of multimedia, it is also conducive to enriching the model of classroom teaching, carrying out various and flexible teaching activities, and improving the effect of classroom teaching.

From the perspective of students, it is convenient for their understanding of knowledge and interest in learning. Multimedia integrates a variety of media, combined with graphics, both dynamic and static. In the process of teaching, it can fully attract students' attention and improve their initiative and enthusiasm for learning. It is conducive to changing passive acceptance into active learning and giving full play to the main role of students in the teaching process. In addition, multimedia can also create a learning situation to simplify complex knowledge, specifically abstract knowledge, to help students strengthen their understanding and grasp of knowledge.

From the perspective of the teaching environment, it is conducive to an active classroom atmosphere. Under traditional teaching methods, teachers are in an absolute dominant position. Classroom teaching methods are relatively simple. Students have become passive recipients. Teachers and students have less interaction. The teaching environment under the auxiliary of multimedia has become more open and easier, creating good external conditions for students' learning. The difference between multimedia teaching and traditional teaching, as shown in Table 2.1

Table 2.1 Difference between multimedia teaching and traditional teaching

Teaching Method	Multimedia Teaching Methods	Traditional Teaching Methods	
Advantages	Present a large number of	Through dialogue, discussion or	
	pictures and sound data, so	blackboard writing can also	
	that a large amount of	complete the teaching tasks	
	information, more intuitive.		
	It saves the time in blackboard	According to the different	
	writing and improves the	students' abilities, the teachers	
,	teaching efficiency	should teach students in	
2		accordance with their aptitude	
Disadvantages	Sometimes it dominates and	Teacher writes a large number	
	students lose training time	of blackboard writing, resulting	
	LAIVAN KONS	in teachers' physical fatigue.	
	It is difficult to grasp the key	Consumption cost is larger, and	
	and difficult points of	the teaching means are	
	knowledge, and students are	relatively single	
	difficult to form a deep		
	impression.		

Source: Xiang, 2015

Therefore, with the increasing popularity of multimedia equipment, especially for young teachers, it seems that only with the help of multimedia teaching forms can classroom teaching be vivid. Through comparison, it is not difficult to find that multimedia courseware teaching and traditional blackboard writing teaching have advantages and disadvantages. Multimedia teaching can create situations; complex problems can be intuitive; simple, abstract things can be specific; traditional blackboard teaching can teach each class key knowledge; easy knowledge blackboard writing out can deepen the impression of students. In fact, I think traditional blackboard writing and multimedia teaching in blackboard writing and courseware as auxiliary teaching means are complementary to each other; they do their best to perform their own duties.

2.4 Student's learning English achievement and student's satisfaction

China has witnessed rapid changes in recent decades, with rapid development in all aspects. However, we still have a certain gap with developed countries in many technologies. To learn advanced technology, we must master English to conduct technical exchanges. If you don't understand English, you can't connect with the world. We need more to develop our economy and develop comprehensive talents, which require English learning. Chinese students' learning of English must be very important. We are in the era of accelerating the internationalization process. As a common international language, English is the basic skill for students to travel the world. Learning English can not only enrich your knowledge but also broaden your horizons and improve your personal advantages. If we choose employment in the future, an English major will increase our success, such as in English-related professional areas such as international economic law, international business, international trade business, medicine, international politics, history, and archaeology. Without a good foundation, these professional areas will not be a major.

2.4.1 Student's learning English achievement

The definition of the achievement test is an assessment of self-developed knowledge or skills. Academic level tests, language and digital subject tests, and comprehensive quality evaluations together constitute a comprehensive evaluation system for students. The achievement test is an evaluation method commonly used to

determine the level of teaching prepared by students. According to the students' learning requirements, set up the learning ability test subjects.

Academic performance characteristics refer to the measurement and evaluation of the learning results achieved by students during a certain period of learning time. The evaluation of students' academic performance has become an integral part of the school's education and teaching processes. It is an important indicator of teacher teaching and students' learning. The evaluation of academic performance can be roughly divided into two categories: traditional evaluation and alternative evaluation. Among them, the traditional academic performance evaluation refers to the main use of paper and pen tests to measure and evaluate the students' academic performance over a certain period of time (Sun, 2016).

The principles of academic performance evaluation should follow the following principles: reliability, validity, objectivity, and availability:

- 1) The Reliability test refers to whether the test results are stable and reliable, that is, whether the test scores reflect the subject's actual language level. For example, if the same set of tests scores on the same subject, the test lacks reliability.
- 2) Validity refers to the validity of the test and the extent to which a set of tests measures what should be tested. That is, a set of tests on whether it achieves its intended purpose and whether it measures what it has to measure. For example, "Is photography an art or a science? Discuss. This topic, with the knowledge of photography as the premise and the main content, used to test the language ability, is not effective. The question required for validity requires fixed answers for better test results.
- 3) The objectivity of the score test refers to providing the correct and wrong answers to the test, from which the subject chooses what they think is correct. The scoring criteria for objective questions are unified, objective, and accurate, and they are not affected by the subjective factors of the examiners. Objective questions are commonly used in three forms: positive and negative questions, multiple-choice questions, and paired questions (Feng, 2019).

4) The availability of achievement tests refers to both formative and summative tests. The purpose of both tests is to compare the students 'grades by comparing the results of the previous test to see whether the students' ability has improved. For example, with your final exam scores to compare and before the scheduled target scores, it also provides the improvement of product repair problem focus (which course did not reach the expected goal is a key review), and at the same time, after improving the results, it provides the baseline.

To evaluate students 'academic performance, schools should not only pay attention to the understanding and mastery of students' knowledge and skills but also pay attention to the formation and development of their emotions and attitudes. They should not only pay attention to the results of students' learning subjects but also pay attention to their changes and development in the learning process (Yan, 2016).

The teacher letting the students actively participate in the study of the evaluation of the academic, from the learning process of various aspects, methods, emotion, attitude, values, item-detailed evaluation, both realize the usual requirements and termination evaluation, and enhance the binding of the school specification, is beneficial to promote the unity of students and the harmonious development of students of a variety of qualities. Through self-assessment, students first come to an understanding, which is reflected in the further clarification of the requirements of the school and teachers (Xiao, 2013).

The importance of the academic performance test is that student grades include regular and final scores, usually with regular scores being higher than final scores. The learning results should include the completion of learning attitudes, course learning, homework times, quality, self-evaluation, mutual evaluation, teacher evaluation, classroom speech, and other tasks, as well as the routine education and teaching quality evaluation tests, to promote students' learning. Plus, the regular grades objectively and truly reflect the students' learning situation.

2.4.2 Students' Satisfaction Affected to The Multimedia for Teaching and Methods to Assess Student Satisfaction

Students' satisfaction refers to the psychological feeling of satisfaction or dissatisfaction generated by students after comparing their perceived effects of educational institutions with their expectations of the whole process of teaching services (Lin, 2016).

The characteristics of student satisfaction lie in the evaluation of the learning environment, teachers' teaching, interpersonal relationships, and learning results, which generally include comprehensive evaluation factors, including various teaching activities and social activities experienced by students in school, which can clearly show the overall satisfaction degree of students.

Academic satisfaction, from the concept of extension, is included in the learning satisfaction because academic satisfaction in its connotation refers to the students objective academic achievement, along with goal, value, and other cognitive factors, and the formation of a self-comprehensive evaluation of academic quality (Yang & Wang, 2020). The cognitive assessment of objective academic achievement is only one aspect of learning satisfaction evaluation. In addition, learning satisfaction will also evaluate the following aspects: teacher teaching and peer learning mutual assistance.

The preparation of a learning satisfaction scale suitable for primary school students can provide an effective tool for understanding their learning satisfaction and also meet the researchers 'need for evaluation tools when studying the impact of students' learning satisfaction on mental health and behavior (Ullman & Tatar, 2001). In addition, the new curriculum reform advocates whole-person development and attaches importance to the evaluation of teaching quality by students 'feelings about learning. Therefore, the compilation of a learning satisfaction scale is conducive to finding students' dissatisfaction with learning activities, thus providing clues for teaching reform (Wang, 2006).

Currently, student satisfaction analysis methods are usually used as a model and tool for the management of "student relations" at world-renowned universities. Universities in the United States, the United Kingdom, Australia, and other developed countries have widely applied the student satisfaction analysis method in the quality evaluation of higher education research institutions. China's student satisfaction survey was carried out and promoted very late, and progress was relatively slow. Only some Sino-foreign cooperative schools are being implemented. Under the new round of undergraduate teaching evaluation systems of the Ministry of Education (Zhang et al., 2015), in the current environment of the internationalization trend of higher education, the investigation and analysis of the satisfaction of Chinese-foreign cooperative students in running schools has certain guiding significance for improving the quality of Chinese-foreign cooperation in running schools and promoting the sustainable, efficient, and healthy development of Chinese-foreign cooperation in running schools.

Fu (2004) conducted a satisfaction survey and interview with students from four schools in Nanning, Guangxi, and one school in Wuhan. Put forward eight suggestions to improve the students' satisfaction with the school: in order to understand the current situation of students' satisfaction with school teaching management, from the six dimensions of teaching management strictness, teaching discipline, teaching discipline, assessment methods, teaching activities, teaching evaluation, and listening system (Liu, 2006; Yuan, 2006) conducted an empirical study on the influencing factors and their degree of student study satisfaction. The survey shows that the factors affecting study satisfaction are knowledge factors, teaching environment factors, training factors, service factors, teaching organization factors, and management factors in the order of their impact on the overall evaluation. Zhao and Yuan (2010) take the Beijing Teaching Network as an example. Using the questionnaire survey and statistical analysis of SPSS data, the current situation and influencing factors for mixed students are discussed. Zhang (2010) investigated and analyzed the satisfaction and face-to-face teaching rate of open education students from five aspects: enrollment publicity, school support service, head teacher work, theory and practice, and face-to-face teaching and tutoring.

In the early days, Jing Xixue and others conducted a small-scale empirical study on the classroom teaching performance of medical teachers and evaluated the students 'teaching quality (Jing, 1995); Yang Qingming investigated the satisfaction of four universities in Chongqing, studied the characteristics of students' families, themselves, school, and society, and analyzed the difference in satisfaction between male and female students (Yang, 2003). With the deepening of the research, the scope of the research has developed from the initial introduction and analysis of the student satisfaction theory to the combination with specific educational practice and the research students' satisfaction with the school service, teaching quality, teaching process, and many other aspects.

Zhang (2014) based on customer satisfaction theory, points out that the influencing factors of customer satisfaction are customer expectations, quality perception, and value perception, so students 'learning satisfaction will also be affected by such factors as students' expectations and perceived quality, and on this basis of the construction by students' expectations, classroom teaching quality, practice teaching quality, teaching quality satisfaction, independent learning quality, and the five latent variables of the learning satisfaction model (Zhang, 2014).

Starting from the specific teaching process, Lu Genshu emphasizes that the better the basic skills of teachers, the higher the teaching level, and the clearer the teaching objectives, the more likely students are to adopt deep learning methods and show high satisfaction with the teaching quality of colleges and universities (Lu, 2013). In addition, the learning methods adopted by students and their perceived learning environment also have a mutual influence to a certain extent, and the two have a direct and indirect impact on their perceived teaching quality satisfaction (Tian, 2016). It can be seen that learning, as an activity participated in by various subjects, has a high and low satisfaction level that depends on both the play of teachers and the cooperation of students.

Students' learning satisfaction will not only be affected by the external environment but also by individual characteristics, which will lead to differences in

satisfaction performance. Zhang (2019), from the perspective of psychology, pointed out that the sense of time value and time efficiency in students 'time management tendency will significantly predict their learning satisfaction, and the time management tendency has an obvious increasing validity on college students' learning satisfaction. Feng (2016) focused their research on psychological capital such as gratitude, modesty, honesty, optimistic hope, and enterprising and found that it also had a prominent impact on students' learning satisfaction.

The control-value theory based on academic emotion found that task value causes learners to experience more positive emotions and fewer negative emotions and has indirect effects on online learning satisfaction through both pleasure and depression (Gong, 2016). Using the structural equation model method, the learning satisfaction is found to have a relatively direct impact on the learning satisfaction, while the learning ability, learning motivation, and learning difficulties indirectly affect the learning satisfaction through their association with the learning process (Zeng, 2016).

Wang Ning studied network teaching in open education and found that friendly interface design, clear course content and prominent focus, sufficient expansion materials, and a good teaching interaction effect were the main factors affecting learning satisfaction (Wang, 2014).

On the basis of constructing the evaluation index system of multimedia classroom teaching in colleges and universities, He Xiaoling found that due to the different evaluation psychology and evaluation attitudes, students had certain differences in their evaluation of multimedia classroom teaching, and the satisfaction evaluation of lower grade students was significantly higher than the evaluation of senior students. In addition, it further points out that the student perception of multimedia teaching effects is not subject to teacher gender factors, considering the teacher's title and age. According to professor, associate professor, lecturer, and teaching assistant, teachers' student evaluation average scores of 76.67, 82.42, 80.44, and 75.97 indicate that student evaluation results in title and age differences basically

meet the law of the growth of teachers (Xiao, 2008).

It can be seen that in the research on student satisfaction in multimedia teaching, the research perspective is relatively scattered, which can not only be analyzed in combination with specific disciplines but also focus on different student groups. The starting point of the research is to start with the application status of multimedia, analyze the various factors affecting student satisfaction with multimedia teaching, and explore the individual differences in student satisfaction. Therefore, the selection of research indicators has certain commonalities, but subject to the different research objects, the research results are not unified.

So, combined with the analysis of the evaluation index of multimedia classroom teaching and the formation process of student satisfaction, this study constructs the student learning satisfaction model map and divides the evaluation index of multimedia teaching.

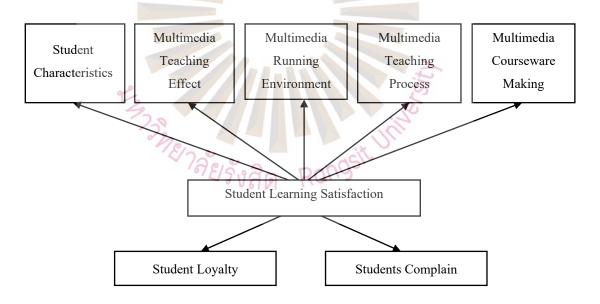


Figure 2.1 Student Satisfaction Design Chart Source: Xiao, 2008

Table 2.2 Evaluation index of multimedia teaching students' learning satisfaction

		Level 1	Level 2	
Evaluat	tion unit	indicators	indicators	Level 3 indicators
Background	Expected	Student	Student	Multimedia teaching
variables	variables	characteristics	consciousness	will improve their
				interest and enthusiasm
				in learning
			Learning	Serious attitude in
			behavior	class, stronger self-
		17.		discipline, and actively
		355		participate in
				classroom
				communication
Enter a	Perception	Courseware	Teaching	Systematic; prominent
variable, a	variables,	making	quality	key and difficult
process	perceived			points; clear teaching
variable	value			objectives;
				The teaching content
		1110000		is correct
	90		artistic quality	The page layout is
	3		10	simple, beautiful and
	SUSUE SELSE		" AU.	coordinated
	476	18/5.02 D	technicality	Convenient for
		73090 K	divs	modification and
				management
			economic	Minimum cost,
			efficiency	maximum value
		Teaching	Teaching	Serious in lesson
		process	attitude	preparation and class
				attitude;
			Content of	The content is
			courses	objective and accurate;
				to meet the
				requirements of the

Table 2.2 Evaluation index of multimedia teaching students' learning satisfaction (Cont.)

Evaluation unit		Level 1	Level 2	1. 12: 1: .		
Evaluat	ion unit	indicators	indicators	Level 3 indicators		
Enter a	Perception	Teaching		teaching objectives;		
variable, a	variables,	process	Teaching	Proper allocation of		
process	perceived		organization	time, the process		
variable	value			connection is		
				organized;		
			Teaching ability	Strong professional		
		22.		ability, diversified		
				teaching methods		
		1///	Teaching	Good at operation and		
			technique	reasonable use		
		Java runtime	hardware	The computer works		
		environment	environment	normally; the sound		
				quality is good		
			physical	Classroom light, light		
			environment	brightness, classroom		
		11/21-15		size is good		
	90		15			
	300	Teaching result	class effect	Students' high interest;		
	220		n Aug	harmonious classroom		
	John Shelle	ยรังสิต R	angsil	atmosphere;		
			Course effect	Mastan laamina		
			Course effect	Master learning methods and the		
				ability to solve		
outcomo	degree of	Affirmed the my	timadia tasahina af	practical problems		
outcome			timedia teaching ef			
variable						
	loyalty	Interest in multimedia courses has gradually increased				

Source: Xiao, 2008

In the above research direction, the researcher will make the corresponding questionnaire and use the Likert scale scoring method: 5 is very satisfactory; 4 is relatively satisfactory; 3 is relatively satisfactory; 2 is relatively unsatisfactory; 1 is very unsatisfactory (very unimportant); the larger the number, the more satisfied (the questionnaire is shown in the appendix).

2.5 Related Research Study

For this research, there are related theories as follows:

2.5.1 Mayer's Multimedia Teaching and Learning Theory

The definition Mayer's Multimedia Teaching and Learning Theory states that teachers should use both words and pictures to present information to help learners make full use of their cognitive resources and realize the meaning of learning. He believes that multimedia is used to reflect the text and pictures. Here, the text is in the form of language, which can be written or oral language, while the pictures are in the form of images, which can be pictures, audio, video, etc. (Wang, 2016).

Mayer's multimedia teaching and learning theory includes the dual channel hypothesis, capacity limitation hypothesis, and active processing hypothesis, which are based on Paivio's multiple coding theory, Baddeley's working memory model, Sweller's cognitive load theory, and Wittrock's generative learning theory (Mayer & Moreno, 1998). The table below shows the respective characteristics of the three hypotheses.

Table 2.3 Hypothesis Comparison

Name	Definition
Dual channel hypothesis	The human information processing system contains two
	separate information processing channels: auditory/speech
	channel and visual/image channel. In processing the text
	information and picture information.
	It is conducted through different information processing
	channels.
Capacity limitation hypothesis	The amount of information in each channel is limited. If
	the information that people need to process in multimedia
	learning exceeds the capacity of people's own working
	memory, it will cause the cognitive burden of learners, and
44	then affect the construction of learners' self-knowledge.
Active processing hypothesis	Meaningful learning occurs when learners actively
	participate in proper cognitive processing activities in
	learning.

Source: Mayer & Moreno, 1998

Mayer emphasizes that that learning is an active and generative process. Based on their existing knowledge, learners can acquire an understanding of new materials through their own cognitive processing so as to establish new psychological representations. On this basis, Mayer emphasized the need to reduce external cognitive processing in the multimedia teaching process, including focus, prompt structure, redundant control, space approach, and time approach, and to reduce cognitive load, including multiple media, personality presentation, original sound, and image presentation, to help learners better understand knowledge and finally realize the meaning of learning (Mao, 2017).

In the process of constructing the multimedia learning science system, Meyer has laid a solid foundation for the transformation from the cognitive theory of multimedia learning to the design theory of multimedia teaching. For the design theory of multimedia teaching, the most important value of the cognitive load theory is to tell us: in the design of teaching, multiple information units can be coded into a complete

cognitive schema, or through automatic processing rules, or use a variety of media presentation forms, etc., trying to avoid the limitation of working memory capacity (Chang, 2005).

The importance of Mayer's Multimedia Teaching and Learning Theory is that in order for all students to receive and benefit from high-quality teaching, learners should be trained in advance before learning new knowledge. This can help low-knowledge-level learners construct image and speech representations and conduct targeted learning so that they can obtain meaningful learning. In short, Mayer believes that the role of multimedia information is to improve learners' ability to construct knowledge, not just to disseminate information. Therefore, teachers engaged in modern Chinese multimedia teaching should take the initiative to change their ideas, take cognitive theory as the basis, be "learner-centered" develop multimedia learning resources scientifically, and finally promote learners to carry out meaningful learning.

The application of Mayer's theory is that researchers need to make relevant graphic integration, which is more conducive to students' understanding. For example, the pictures and the text should fit each other, which is more conducive to the students' memory. For example, the amount of information in multimedia courseware should not be too large, such as the voice part. Teachers often use the static pronunciation organ diagram shown on the textbook or courseware to explain the pronunciation principle of yuan and consonant, but students always feel it is abstract, boring, and not easy to remember. In this way, students establish mental representations related to speech in the process of actively obtaining images of learning materials, which is easier to understand.

2.5.2 Theory of student participation

John Dewey pointed out that "All education is carried out through individual participation in human social consciousness". The key is that students should pay attention to their participation in the process of education and teaching, which has become an important part of modern educational thought. The development and change

of educational concepts reflect the deepening of people's understanding of education issues and also show that human beings understanding of educational activities has begun to enter a more democratic and humanized stage (Guo, 2003).

Students' participatory classroom evaluation endows students with a certain evaluation power, so that students in the evaluation, from passive to active, can make self-diagnosis and self-reflection on their own learning, monitor their own learning process, reflect on their own learning situation, and make learning decisions based on the learning goals and process. The effect of student participatory classroom evaluation is, both from the value level, to recognize the students 'subjectivity, promote the students' academic performance and metacognitive skills, and improve their 'communication and social cooperation skills. Its purpose is to promote students' learning, and its main form is the students' self-evaluation and peer evaluation (Li, 2017).

In 2011, the Ministry of Education pointed out in the Opinions on the Evaluation of Undergraduate Teaching that "special attention should be paid to the evaluation of teachers and students, the evaluation of students' learning effects, and the efficiency of teaching resources". It can be seen that the evaluation of teaching effects from the perspective of student participation has become an important part of university teaching evaluation (Baidubaike, 2011).

The importance of student participation is to be student-centered and involve the students more in the classroom. It is emphasized that students should pay attention to the role of individual initiative in the learning process. The more efforts that students put into the learning process, the greater the corresponding harvest will be. In addition, it can also allow some students without confidence to get more encouragement and support, so that all students like learning. Moreover, based on the students 'own experience, the teaching content, teaching system, and teaching forms can be systematically observed, which is not only the embodiment of the teaching democracy but also enhances the legitimacy of the educational evaluation involving the students' interests.

The application of student participation is that when researchers use multimedia teaching, they should be student-centered and involve students in the teaching process. For example, when the teacher plays multimedia English teaching, students need to think about the content played in the picture and then speak in a group unit to increase their interactivity. Moreover, when teachers play English dialogue classes, students need to role-play to show the content of the dialogue, which can increase students' interest in learning and their desire for learning.

2.5.3 Cone of Experience Theory

The Cone of experience is defined as whether experience is derived from either direct or indirect means. Various experiences can be roughly divided into ten classes according to their degree of abstraction, which can be divided into three categories: experience of doing; experience of observation; and abstract experience. As shown in the figure.

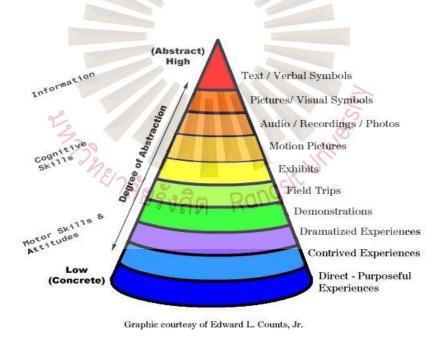


Figure 2.2 The Cone of experience char Source: Zhang, 2007

The Cone of Experience enables students to gain indirect experience through observation and demonstration and then gain direct experience through hands-on practice. Comparing these two experiences, they realized that their indirect experience, formed by observation and demonstration, formed an understanding of problems that was often inaccurate, incomplete, or even wrong, and that after doing it themselves, these problems were exposed, so the experience of direct work was very important (Zhang, 2007).

The "Cone of Experience" has actually provided the theoretical guidance. First of all, it can help to find the position of the network media in the teaching, that is, the teaching level that it uses, and we can easily add the new teaching methods to the appropriate position of the "cone". Secondly, the theory that must be combined with the curriculum needs to be remembered by all educators (Sheng, 2005).

The Cone of Experience theory provides methodological guidance for our English teaching. In the specific teaching, Even more, the theoretical essence of the Tower of Experience should be applied to it. By creating various situations that stimulate the students' interest or trigger their thinking and imagination, Or to play up the classroom atmosphere, Make students learn to innovate and fully experience the activity situation, And then play to promote their desire to write, making them happy to write the effect, making English writing no longer a burden for students, making the English justice class wonderful, and becoming a world to feel success and experience happiness (Fu, 2016).

The importance of the "Cone of Experience" theory is that education should start with concrete experience and then gradually transition to abstract experience. However, education should not be limited to obtaining specific experience but should be sublimated into abstract experience, which should be generalized and generalized, and finally applied into practice. In this way, in school education, teachers can use a variety of intuitive teaching techniques, such as the application of multimedia technology, so that students can deepen their intuitive experience.

The application of "Cone of Experience" is when researchers use multimedia teaching. Researchers should use the multimedia area to guide students to find the rules and results of problems. For example, when the teacher is teaching word spelling, she first shows the pronunciation of some words and the root of the words, then shows the reading method of the same root, and then uses multimedia playing audio to guide the students to read it again. Then, use multimedia to show the strange words and roots, and let the students connect the same attributes of the words so that they can independently learn the spelling of strange words.

2.5.4 Gardner's Multiple Intelligence Theory

Gardner's theory of multiple intelligences is defined as the way humans think and understand, namely, multiple intelligences. This includes a number of aspects, including verbal language, mathematical logic, visual space between all aspects, music and rhythm, physical movements, interpersonal communication, self-cognition, all aspects, and the natural observation of intelligence.

Everyone has one or more kinds of intelligence; multimedia teaching only stimulates different academic intelligences from the audio-visual aspects so that students can mobilize various senses in the English classroom and play their own advantages so as to improve their learning efficiency (Wang, 2002).

ยรังสิต Rang

Gardner's multiple intelligence theory makes schools and classrooms places where multiple skills and abilities can be used to learn knowledge and solve problems. Intelligence is no longer determined by test scores but depends on how students learn effectively in a variety of ways. At the same time, teachers are also required to establish the concept of "using multiple intelligence theory to teach, teaching multiple intelligence theory, teaching for the sake of multiple intelligence", and actively apply it to teaching practice (Wang & Xu, 2014).

Multiple intelligences are the content of education, such as music, language, logic, mathematics, physics, and chemistry. At the same time, it is also a means of

imparting other knowledge. When we study subjects, if we can combine different intelligences as a means of teaching and learning, it will promote the comprehensive development of students, such as learning language with body movements, using music to teach mathematical concepts, and using art (painting, sculpture, etc.) to conduct history and culture teaching. This not only enables the development of the subject but also further strengthens various intelligences (Wu, 2006).

The importance of Gardner's multiple intelligence theory lies in the design of specific educational activities. The use of the multiple intelligence theory can be conducive to paying attention to each child's personality differences, which can be combined with the intelligent diversity emphasized in the theory. By observing and judging the intelligent advantages and disadvantages of children, different courses are adopted for different children, which integrate mathematics, language, music, space, and other intelligences into the teaching of specific courses so as to provide practical reference for developing children's superior intelligence and making up for their disadvantages.

The Application of Gardner's multiple intelligence theory, the researchers used multimedia teaching. The students were randomly divided into four groups. For example, each group assigned different tasks and asked the students to search for the articles online before class to understand their background knowledge and perceptual knowledge. Teachers can ask one group of students to talk about their character understanding and feelings, and then ask another group of students to talk about the key to their success. Other students can also express their opinions separately. Teaching students according to different characters can make the popularization of intelligence theory in multimedia teaching more and more recognized.

2.5.5 Related Studies

At present, many studies point to the use of multimedia teaching to improve students' English performance. This part will summarize and classify these studies and articles.

Cui and Peng (2009) study "the application of multimedia courseware in Primary school English Teaching". The results showed that the use of multimedia courseware can stimulate students to reconstruct the image of objects, which makes it easier for students to have a deep understanding of strange or abstract things. So, in the multimedia courseware, the learning environment created by the visual and auditory integration can make students easier to imagine, so as to better integrate into the new learning process.

Lu (2002) studies "The Application and Thinking of Information Technology in Primary School English Teaching". The results showed that in today's primary school English teaching, the reform has always existed, and the development of multimedia technology has brought new opportunities for this reform. So, the computer as the carrier of classroom teaching and language communication for primary school English teaching has a special effect because it can not only promote students' active learning, but also gradually improve students' language use ability.

Wang (2005) studies the "Role of Multimedia in Primary School English Teaching", The results showed that multimedia is used in English classes in various forms, and we can use this means to show the intuitive and vivid teaching situation to students so that they can have a positive response and stimulate their interest in learning. Especially for active learners, attention cannot focus for a long time. The unique charm of multimedia is other teaching means, such as vivid colors, vivid pictures, and interesting sound. Pupils have a great attraction to such an environment, and learning in such an environment is really helpful to the improvement of classroom teaching efficiency. So, in modern education, multimedia technology has become an essential and important teaching tool.

Zhang (2013) studies "How to Correctly Use Multimedia Teaching in Primary School English Teaching". The results showed that although primary school English teaching is more glorious because of the addition of multimedia technology, too much use of multimedia in class will be counterproductive. Therefore, as a means of auxiliary teaching, the existence of multimedia technology cannot be relied on by

teachers, which is what the majority of teaching and research workers must recognize.

Guo (2011) studies "The Main Problems and Solutions in Primary School English Multimedia Teaching". The results showed problems with using multimedia in primary school English teaching today: Multimedia is being used only as a projector; excessive attention to image beautification; Content is not attention; too much too quickly; No consideration of student acceptance; So, teachers rely too much on multimedia; it seems to be the operator of multimedia rather than the leader of the classroom. These problems are not trivial, and we need to attract our attention.



CHAPTER 3

RESEARCH METHODOLOGY

This chapter presents the research design, population and sample of study, research instrument, validity and reliability of the research instrument, and data analysis.

- 3.1 Research Design
- 3.2 Population and Sample
- 3.3 Research Instruments
- 3.4 Data Collection Procedures
- 3.5 Data Analysis

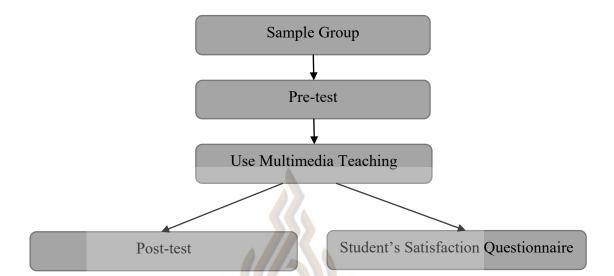
3.1 Research Design

In this study, the quantitative research method was used to measure the English achievement test in speaking skill and the students' satisfaction questionnaires of the 6th grade Chinese students through the use of multimedia teaching.

The research method of this study mainly used data collection and achievement tests (including pretest and posttest)

The researcher designed the test for learning achievement evaluation. It contained a speaking assessment observation.

Students' Satisfaction refers to the Grade 6 Chinese students' Satisfaction after using multimedia. This was measured using a questionnaire.



The Figure 3.1 below shows the experimental order of this study:

Figure 3.1 Experimental Research Sequence

3.2 Population and Sample

3.2.1 Population and Sample

The study's target population consisted of four classes of 120 students (one class of 40 students) from a primary school in Yunnan Province, China. Their ages varied from 11 to 13, and they were of various mixed genders and English abilities. The researcher selected one class as a sample group by cluster random sampling. Each class had a similar number of students, and the ratio of the number of boys to the number of girls was about 1: 1. There were 15 boys and 15 girls. The students' grade in a Chinese course of the previous semester was analyzed to prevent any possible research bias in the study.

3.2.2 Location

In this study, the participants were from a public primary school in Yunnan. As part of the primary class, students were in grade 6. As part of the course, English is a required course in the grade used.

3.3 Research Instrument

Research instruments were ways of gathering data. Without them, data would be impossible to put into practice (Dong, 2014). In this study, there were four research instruments: lesson plans, achievement tests, observational assessments, and students' satisfaction questionnaires.

Table 3.1 Below shows the details of the research instruments based on the research objective

Research Objectives	Research Instruments		
To compare the English-speaking skills of Grade 6	English achievement test based on		
Chinese students in Yunnan Province before and	speaking skill test. (Pretest and		
after using multimedia.	Posttest) and observation assessment		
To investigate students' satisfaction of Grade 6	Student's Satisfaction Questionnaire		
Chinese students using multimedia.			

3.3.1 Lesson Plans

For this study, the researcher designed four lesson plans, each lasting 120 minutes. The researchers will teach eight classes per week. The course theme was chosen based on the educational level of the sample group and the content of the course. The researcher received permission from the instructor in the relevant subject before providing the course to the sample group. (See Appendix D.)

The lesson plans were directed to three experts for verification of Item-Objective Congruence (IOC). The first is a professor from Rangsit University, while the other two specialists are Chinese teachers. The Item Objective Congruence (IOC) is generally used to evaluate the correspondence of items with the objective based on scores +1,0 and -1. The accuracy of test items with a value 0.67≤IOC≤1.00 was regarded satisfactory; however, values below 0.67 indicate that items should be rewritten based on the expert's suggestions and feedback. The results IOC of Lesson Plans was 1 (See Appendix E).

The Basic Information of Lesson Plans

Table 3.2 List of Lesson Plan

Lesson Plan	Торіс	Time length	Learning Objectives
Lesson Plan 1	How can I get	120 mins	1. Participants were able to
	there?		add multimedia to recognize
			and apply the English
			sentence patterns learned.
Lesson Plan 2	Ways to go to	120 mins	2. Participants were able to
	school		solve different problems by
		772	watching videos and pictures
Lesson Plan 3	Mayayyaalaand	120 mins	to grasp their own methods.
Lesson Flan 5	My weekend	120 mins	3. Participants can actually
	plan		apply the English sentence
			patterns learned in class to
			life to enhance students'
			social interaction.
Lesson Plan 4	I have a pen pal	120 mins	4. Be able to listen, say,
		11000	read, and write a sentence-
90			type and can be used flexibly
4	20		in practical situations.

3.3.2 English Speaking Skill Test

- 1) The speaking test questions were taken from the textbooks, and the test papers were developed based on a large amount of literature and materials related to the level of spoken English, such as the content and learning tasks of spoken English in Grade 6 in the English Curriculum Standards for Compulsory Education.
- 2) The researcher designed the speaking test using 20 questions to collect data (See Appendix F).
- 3) The researcher found validity through the IOC. The criterion of itemobjective congruence was used. In the grading procedure, three experts participated. The first is a primary school principal in China, while the other two specialists are

English teachers teaching in China. The IOC index's result varies from -1 to +1, as mentioned below:

If the rating is 1, the item clearly meets the given objectives.

- 0, means the item is uncertain or unsure if it matches the objectives or not.
- -1, tell us that the item is clearly unrelated to the objective.

The IOC was calculated using the formula: IOC = $\Sigma R/N$, where ' ΣR ' represents the totally score of the experts rating and 'N' represents the number of experts. The accuracy and acceptability of the test item was determined by its value $0.67 \le IOC \le 1.00$, whilst a number below 0.67 suggests that the item should be rewritten based on the expert's ideas and feedback. The results IOC of English Speaking Skill Test was 0.95 (See Appendix G).

3.3.3 The Students' Satisfaction Questionnaire

The researcher designed the students' satisfaction questionnaire for grade 6 Chinese students in Yunnan Province, China. There are three parts: The first part is the learning activities. The second part is learning management, and the third part is learning equipment. These questions will help the researchers analyze the respondents' attitudes towards multimedia teaching. (See Appendix H.)

- 1) The questionnaire was administered using a four-point Likert scale ranging from 1 to 5. So, 5 is very satisfied; 4 is more satisfied; 3 is satisfied; 2 is more unsatisfactory; 1 is very dissatisfied.
- 2) The researcher found validity through the IOC. The criterion of itemobjective congruence was used. In the grading procedure, three experts participated. The first is a primary school principal in China, while the other two specialists are English teachers teaching in China.

The IOC index's result varies from -1 to +1, as mentioned below:

If the rating is 1, the item clearly meets the given objectives.

- 0, means the item is uncertain or unsure if it matches the objectives or not.
- -1, tells us that the item is clearly unrelated to the objective.

The IOC was calculated using the formula: IOC = $\Sigma R/N$, where ' ΣR ' represents the totally score of the experts rating and 'N' represents the number of experts. The accuracy and acceptability of the test item was determined by its value $0.67 \le IOC \le 1.00$, whilst a number below 0.67 suggests that the item should be rewritten based on the expert's ideas and feedback. The results IOC of the students' satisfaction questionnaire was 1 (See Appendix I).

Furthermore, the researcher administered one test in another class in grade 6, and reliability will also be assessed by Cronbach's Alpha coefficient. The reliability was 0.78.

3.4 Data Collection Procedures

3.4.1 Ethical Approvement

To conduct research in the school, the researchers obtained a letter of approval from the Administration Department of Wenlong Town School, Jingdong County, Yunnan Province. Since the participants in this study were around 11–13 years old, the researchers also asked the school's responsible department for their approval.

3.4.2 Confidentially

Before conducting the data collection, the participants were informed of the information used for each study process, including the students' biological data, the questionnaire responses, etc. The data used was all confidential and removed by the researcher after the study.

รังสิต Rangsit

3.5 Data Analysis

The collected data were analyzed in two areas, aligning with the two research objectives. The pretest and posttest evaluations of achievement based on the speaking observation assessment rubric were used to analyze the improvement of the sample group's English-speaking skills. Likewise, to confirm the students' satisfaction with the use of multimedia, quantitative data was gathered through a questionnaire, which was used to analyze the students' satisfaction with the use of multimedia in English-speaking lessons.

3.5.1 Analysis for Speaking skill tests

To compare the test results of the pretest and post test on speaking skill tests, the researcher tested the same test paper on the same group of students before and after using the multimedia. The data collected from the pretest and post test were analyzed through a paired sample t-test to define the students' achievement, and the observational assessment was analyzed through the mean, standard deviation, and significance value. The analysis for speaking skill tests was calculated using reliable computer software.

3.5.2 Analysis for students' satisfaction questionnaire

To determine the learning satisfaction of the participants, a questionnaire survey was used to collect the data. The questionnaire allowed the researcher to understand satisfaction on a deeper level. The survey was administered to study the students' satisfaction with the use of multimedia teaching. The data gathered from the questionnaire were analyzed using standard deviation and average.

Table 3.3 Interpretive range of average scores

Mean Score Range	Students' Satisfaction
4.01- 5	Highest
3.01-4	High
2.01- 3	Moderate
1.01- 2	low
1	lowest



CHAPTER 4

RESULTS OF DATA ANALYSIS

Chapter four contains a presentation and the interpretation of the study's findings. The data analysis was carried out in two parts. The first part was based on the results of an English-speaking skill test, which answered the first research question. The data was gathered through pretests and posttests. The second part was based on the students' satisfaction questionnaire, which was analyzed through content analysis, whose findings were used to respond to Research Question Two.

- 4.1 Analysis of the English-speaking skills of grade 6 Chinese students after using multimedia teaching.
- 4.2 Analysis of the satisfaction of grade 6 Chinese students after using multimedia teaching.

4.1 Analysis for English Speaking Skills of Grade 6 Chinese Students After Using Multimedia Teaching

This section specifies the results of the first research question: To compare the English-speaking skills of Grade 6 Chinese students in Yunnan Province before and after using multimedia. The results of the study were obtained from both the pretest and the posttest. Two evaluators were involved. Comparative statistical analyses were conducted on the pretest and posttest scores of the sample group using paired sample t-tests on the basis of mean, standard deviation, and inferential statistics, with P<0.5 being the level of significance.

4.1.1 Analysis of Paired Sample T-test

As shown in Table 4.1 below, the tests were analyzed using paired samples (T-Test for Dependent samples) using suitable software.

Table 4.1 Sample T-test

Paired Sample Statistics			Mean			
Items	n	Mean	Standard Deviation	difference	p-value	t
Pretest	30	9.17	2.10	6.76	.000**	15.54
Posttest	30	15.93	2.24		.000**	

^{*}P<0.01

From table 4.1 above, the pretest mean is 9.17 with a standard deviation of 2.10; the posttest mean is 15.93 with a standard deviation of 2.24. The pretest and posttest mean differ by 6.76, resulting in an increase in the posttest mean. The obtained significance value (P) was .01, which was lower than 0.01 (P<0.01) indicates a statistically significant increase in the posttest score compared to the pretest score for the sample group.

4.1.2 Comparison of Pretest and Posttest Scores of the Sample Group

Table 4.2 Pretest and Posttest Scores of the Sample Group

Student ID	Pretest Score (Full Score=20)	Posttest Score (Full Score=20)	Increase in test Scores	% Difference
1	10	15	5	25.00%
2	9	16	7	35.00%
3	8	13	5	25.00%
4	11	17	6	30.00%
5	8	14	6	30.00%
6	7	15	8	40.00%

Table 4.2 Pretest and Posttest Scores of the Sample Group (Cont.)

G. 1 TD	Pretest Score	Posttest Score	Increase in test	01 7:00
Student ID	(Full Score=20)	(Full Score=20)	Scores	% Difference
7	6	20	14	70.00%
8	9	19	10	50.00%
7	9	18	9	45.00%
10	9	20	11	55.00%
11	9	13	4	20.00%
12	10	15	5	25.00%
13	12	17	5	25.00%
14	12	18	6	30.00%
15	11	16	5	25.00%
16	7	14	7	35.00%
17	8	16	8	40.00%
18	8	14	6	30.00%
19	10	14	4	20.00%
20	-11	18	7	35.00%
21	7	16	95	45.00%
22	5	11	6	30.00%
23	225	13	116,8	40.00%
24	497815	14 pang	5	25.00%
25	12	15	3	15.00%
26	13	18	5	25.00%
27	11	19	8	40.00%
28	12	17	5	25.00%
29	8	16	8	40.00%
30	9	17	8	40.00%
Mean Scores	9.17	15.93	6.76	33.83%

Table 4.2 shows the scores of the pretest and posttest for the sample group. The maximum score on the pretest was 13 (out of a total of 20), and the minimum score was 5. The posttest scores increased significantly, with one participant getting the highest score of 20 out of 20, an improvement of 11 points compared to the pretest score, and one participant getting the lowest score of 11 out of 30. All 30 students showed significant or slight improvement on the posttest, with score gaps ranging from 4 to 14 points.

There were eight students who improved their Speaking English test scores by more than 30%; seven students improved by more than 40%; and three students improved by more than 50%. After comparing raw scores between pretest and posttest, the results showed that all 30 participants had higher posttest scores than pretest.

4.1.3 Pretest - Posttest

Figure 4.1 below shows the participants' pretest and posttest scores. As shown in the figure, the blue bars represent the pretest scores, and the orange bars represent the posttest scores. Thus, it is clear that all participants improved in the posttest, affirming that the use of multimedia contributed to improving students' English proficiency scores.

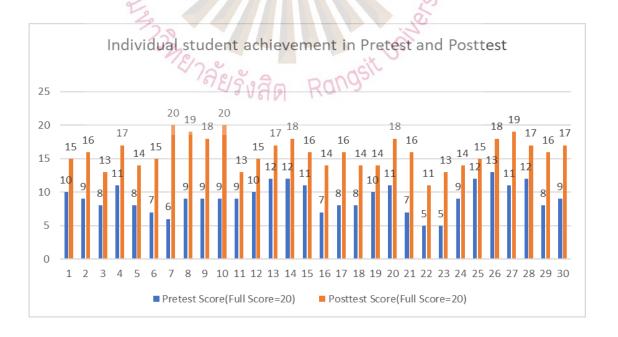


Figure 4.1 Pretest and Posttest Bar Graph

Comparison of Pretest and Posttest Mean

18
15.93

16
14
12
10
9.17

8
6
4
2
0
Pretest Score(Full Score=20)

Posttest Score(Full Score=20)

Additionally, Figure 4.2 shows the mean scores for the pretest and posttest.

Figure 4.2 Histograms comparing the pretest and posttest mean score

Figure 4.2 shows the mean scores for the pretest and posttest, which are 9.17 and 15.93, respectively. The mean score on the posttest was higher than the mean score on the pretest. The posttest score represented by the red bar increased by 6.76 points over the pretest score represented by the blue bar. Therefore, it can be concluded that everyone progressed and scored higher on the posttest.

4.2 Analysis for The Students' Satisfaction of Grade 6 Chinese Students After Using Multimedia Teaching

To collect quantitative data and study students' perceptions about the use of multimedia teaching in English vocabulary classes, a five-point Likert scale was used, where 1-very dissatisfied and 5-very satisfied. The questionnaire consists of 15 items divided into 3 parts: Part A: Learning Activities, Part B: Learning Management, and Part C: Learning Equipment. A questionnaire was administered to all 30 (N=30) study participants. Survey results were analyzed using descriptive statistics (mean and

standard deviation). The highest average score is 4.01–5.00; the high is 3.01–4.00; the moderate is 2.0–1.00; the low is 1.0–1.00; and the lowest is 1.00.

Table 4.3 Students' Satisfaction Aggregate Form

Item	N	Mean	Standard Deviation	Interpretation
Part A	5	4.33	0.76	Highest
Part B	5	4.26	0.79	Highest
Part C	5	4.26	0.79	Highest
Total	15	4.28	0.76	Highest

The above student satisfaction aggregate form shows the overall student satisfaction average of parts A, B, and C. For Part A, the mean score is 4.33 and the standard deviation is 0.76. The mean score for Part B is 4.26 with a standard deviation of 0.79, and for Part C it is 4.26 with a standard deviation of 0.79. The mean score of the three parts was 4.28, with a standard deviation of 0.76. All parts were at the highest level.

4.2.1 Analysis for Part A - Learning Activities

Table 4.4 Analysis of questionnaire Part A: Learning Activities

	PART A: Learning Activities	Mean	Standard Deviation	Interpretation
1	The learning activities helped improve	4.13	0.86	Highest
	my academic performance and efficiency.			
2	The learning activities increased my	4.30	0.75	Highest
	interest and enthusiasm in learning.			
3	The learning activities encouraged me	4.43	0.77	Highest
	to learn more			
4	The learning activities encouraged the	4.40	0.77	Highest
	teacher and students to interact more.			

Table 4.4 Analysis of questionnaire Part A: Learning Activities (Cont.)

	PART A: Learning Activities	Mean	Standard Deviation	Interpretation
5	The learning multimedia's activities	4.40	0.62	Highest
	helped me improve my English-			
	speaking skill.			
	Average	4.33	0.76	Highest

Table 4.4 above shows the mean scores and standard deviations of student satisfaction with Part A: Learning Activities. Item 3 had the highest mean score of 4.43. "The learning activities encouraged the teacher and students to interact more". Item 4 and item 5 was on the same level in highest mean score of 4.40 - "The learning activities encouraged the teacher and students to interact more" and "The learning multimedia's activities helped me improve my English-speaking skill." Item 2: "The learning activities increased my interest and enthusiasm in learning." has the highest mean score of 4.30. And Item 1:" The Learning activities will improve my academic performance and efficiency." was relatively low but still had the highest mean score of 4.13.

4.2.2 Analysis for Part B - Learning Management

Table 4.5 Analysis for Part B - Learning Management

	Part B: Learning management	ROMean	Standard Deviation	Interpretation
6	Learning management of multimedia	4.53	0.68	Highest
	is innovative			
7	Learning management of multimedia	4.20	0.85	Highest
	is suitable for the students.			
8	Learning management of multimedia	4.17	0.79	Highest
	could support my learning			
	achievement.			
9	Learning management of multimedia	4.20	0.85	Highest
	can be consistent and suitable for the			
	lesson and learning objectives.			

Table 4.5 Analysis for Part B - Learning Management (Cont.)

	Part B: Learning management	Mean	Standard Deviation	Interpretation
10	Learning management of multimedia encouraged me to learn English.	4.20	0.76	Highest
	encouraged me to learn English.			
	Average	4.26	0.79	Highest

Table 4.5 above shows the mean scores and standard deviations of the students in Part 2: Learning Management. As can be seen from the data, Item 6: "Learning management of multimedia is innovative" was rated the highest with an average score of 4.47. The average score of Item 7, Item 9, and Item 10 was 4.20. Item 8: "Learning management of multimedia could support my learning achievement" was 4.17. Considering the average score of 4.26, it is still in the "highest" average score range.

4.2.3 Analysis for Part C - Learning equipment

Table 4.6 Analysis for Part C - Learning equipment

	Part C: Learning Equipment	Mean	Standard Deviation	Interpretation
11	Learning equipment of multimedia	4.40	0.62	Highest
	can enhance the interaction between		INIT	
	teachers and students	Tipp	5	
12	Learning equipment of multimedia	4.40	0.72	Highest
	can use the courseware flexibly as an			
	auxiliary tool			
13	Learning equipment of multimedia	4.40	0.72	Highest
	can be combined with blackboard			
	writing in teaching			
14	Learning equipment of multimedia	4.33	0.66	Highest
	can make teacher independently			
	complete the operation activities			
15	Learning equipment is suitable for the	4.20	0.93	Highest
	lesson.			
	Average	4.26	0.79	Highest

Table 4.6 above shows the mean and standard deviation of students' responses to Part 3: Learning equipment. Most students affirmed that multimedia teaching can help improve their speaking English skill. The average score is 4.26, which is in the "Highest" category. Items 11,12 and 13 had the highest average score of 4.40. Item 14: "Learning equipment of multimedia can make teacher independently complete the operation activities" had the average score of 4.33. Item 15: "Learning equipment is suitable for the lesson." had the lowest average score of 4.20. As far as the overall average score is concerned, it is still at the highest level, and it can be confirmed that the use of multimedia teaching has improved students' oral English scores.

In summary, among the three parts, the first part has the highest average score, with an average of 4.33 and a standard deviation of 0.76. The average score for the second and third parts is the same, both of which are 4.26. The standard deviations are 0.79 and 0.76, respectively. So, the overall average of 4.28 is highest, and researchers were confident that students had a positive satisfaction with using multimedia to teach English speaking.

CHAPTER 5

CONCLUSION, DISCUSSION AND RECOMMENDATIONS

This chapter provides an overview of the research content, 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 compare the English-speaking skill tests of Grade 6 Chinese students in Yunnan Province before and after using multimedia.
- 2) To investigate satisfaction of Grade 6 Chinese students with the use of multimedia.

In this study, quantitative methods were used to conduct a pretest, posttest and questionnaire survey among Chinese students in the No. 1 Primary School in Yunnan Province. The obtained data were then evaluated, leading to the following results.

5.1.1 The Result of Pretest and Posttest Data Analysis

The first goal of this study is to improve the English-speaking skills of Chinese students at No.1 Primary School in Yunnan Province through the use of multimedia teaching. Next, the results of the pretest and posttest were analyzed by paired sample t-test to compare the differences in academic performance between the sample groups. The results of the performance test are as follows:

The statistical analysis of the sample t-test for achievement distribution shows that the average score of the posttest (15.93) is higher than the average score of the pretest (9.16), and the average difference is 6.77. The standard deviations of the sample group pretest and posttest were (2.10) and (2.24), respectively. The above quantitative data analysis clearly revealed that the English-speaking skills of Grade 6 Chinese students in Yunnan province have improved after using multimedia.

5.1.2 The Result of Students' Satisfaction Data Analysis

In order to collect quantitative data on students' satisfaction with the use of multimedia teaching in the process of learning English, the questionnaire was divided into 15 items and three parts. The overall average of 4.28 was the highest level, with a standard deviation of 0.76, and researchers were confident that students had a positive satisfaction with using multimedia to teach English.

- 1) Part A: Learning Activities mean score was 4.33 with a standard deviation is 0.76. As can be seen from the data, Item 3: "The learning activities encouraged the teacher and students to interact more." has the highest mean score of 4.43. Item 4 and item 5 was on the same level with mean score of 4.40. Item 2: "The Learning activities increase my interest and enthusiasm in learning" had the highest mean score of 4.30. And Item 1: "The Learning activities will improve my academic performance and efficiency." was relatively low but still is the highest mean score of 4.13.
- 2) Part B: Learning Management mean score is 4.26 and standard deviation is 0.79. Item 6: "Learning management of multimedia is innovative" was rated the highest with an average score of 4.47. The average score of Item 7, Item 9, and Item 10 was 4.20. Item 8: "Learning management of multimedia could support my learning achievement" was 4.17. Considering the average score of 4.26, it is still in the "highest" average score range.
- 3) Part C Learning equipment mean score is 4.26 and standard deviation is 0.79. Items 11,12 and 13 had the highest average score of 4.40. Item 14: "Learning equipment of multimedia can make teacher independently complete the operation activities" had the average score of 4.33. Item 15: "Learning equipment is suitable for

the lesson." had the lowest average score of 4.20. As far as the overall average score is concerned, it is still at the highest level, and it can be confirmed that the use of multimedia teaching has improved students' speaking English skill.

The above quantitative data analysis clearly shows that after Chinese sixth grade students in Yunnan Province used multimedia, the students' satisfaction with multimedia teaching was positive.

5.2 Discussion

As mentioned above, the study found two key results. The first finding showed that multimedia instruction increased the speaking English skills of primary school students in Yunnan Province, China. The second finding was that 6th grade Chinese students expressed positive satisfaction with using multimedia media to learn spoken English. The discussion that follows clearly presents these findings in detail and explains how they address the research questions presented by this study.

5.2.1 Students' English Speaking Skill Test Achievement

The results show that the use of multimedia teaching media can improve students' English-speaking skills. The results of this study are very promising compared to the mean score on the posttest (15.93), which represents an increase of 6.76 points over the mean score on the pretest (9.17). 15 out of 30 students scored above average (15.93). Moreover, one participant received the highest score of 20 out of 20, an improvement of 11 points compared to the pre-test scores. So, multimedia provided many resources, such as some interesting videos, English communication audio, and some images of English-speaking skill samples, corresponding to Li (2019). She studies teaching English by using multiple media, such as images, audio, and video. She founded the idea that multimedia teaching enhances learning motivation and makes learning more interesting and attractive, especially when learning speaking skills. Multimedia can help students understand and absorb information faster. By watching videos of real conversations, students gain a better

understanding of how language is actually used and thus acquire speaking skills more effectively (Zheng, 2018).

Multimedia teaching provides more opportunities for interaction. Students can enhance their speaking expression skills by interacting with speech recognition technology, and participating in cooperative exercises (Wang & Pan, 2020). According to Xiao (2018), multimedia teaching can encourage students to actively participate in learning. Students can choose multimedia learning resources according to their own learning rhythm and interests and conduct speaking exercises independently to improve learning effects.

Data analysis showed that students' English-speaking skills can be improved after using multimedia teaching.

5.2.2 Students' Satisfaction

In the collection of students' satisfaction with multimedia teaching to improve English skills in spoken English, the questionnaire was divided into three parts; each part has five questions, for a total of 15 questions. A questionnaire was administered to all 30 (N=30) study participants. The results of the descriptive statistical analysis of the survey data are as follows:

- 1) The data from Part A showed that multimedia could stimulate students' Learning activities and enhance their own learning initiative and autonomy (\overline{X} =4.33, SD=0.76). Multimedia teaching provided students' learning activities with rich learning content, wireless connectivity, and interesting classroom interaction. Hu (2019) found that the use of multimedia teaching has a variety of media resources, such as images, audio, video, etc., which can attract students' attention and stimulate learning interest. This audio-visual diversity made the learning content more attractive and vivid, thus making learning more interesting.
- 2) The data from Part B showed the highest satisfaction with multimedia teaching related Learning management (\overline{X} =4.26, SD=0.79). Multimedia teaching provided students with more suggestions on independent learning so that they could

slowly learn to manage independent learning. Multimedia teaching is usually characterized by interaction and independent learning, and students can choose learning content according to their own learning rhythm and preferences. This way of learning encourages students to actively participate, improves learning motivation, and cultivates students' independent learning abilities (Zhou, 2020).

3) The data from Part C showed the highest satisfaction with multimedia teaching-related Learning equipment (\overline{X} =4.28, SD=0.76). Multimedia teaching provided the diversity of students' learning equipment, and students choose different equipment to learn. Zhang (2019)'s research pointed out that the positive impact of multimedia teaching on learning equipment is to provide versatility, portability, storage of digital learning resources, interactivity, personalized learning, and teaching management functions. These features made learning equipment more adaptable to the needs of modern teaching, providing students with richer experiences.

To sum up, the personalized characteristics of multimedia teaching enabled students to choose learning content according to their own learning needs and level, so as to achieve targeted speaking improvement. Students could independently choose learning materials, imitate accents, practice speaking English, etc., to better adapt to individual differences and improve learning effects. The benefits of multimedia teaching in speaking English teaching include stimulating learning interest, providing simulations of real situations, promoting student interaction and autonomous learning, and supporting personalized learning. Together, these strengths provide students with a solid speaking foundation. The results of the study by Qin (2010) also showed that more than two-thirds of the students felt that the multimedia-taught course was a pleasant experience for them.

Multimedia teaching could also create a relaxed learning environment and improve teaching efficiency. According to Li (2008), using multimedia to teach basic teaching in speaking English classes can improve teaching efficiency and students' listening abilities.

According to Gaofeng (2016), the two main factors that affect the effectiveness of multimedia teaching are software and hardware factors. In a word, the flexibility, convenience, learning motivation, cross-cultural communication, real-time feedback and evaluation, and enhancement of memory and understanding of multimedia teaching in speaking English teaching provide students with a high-quality, efficient, and personalized speaking learning experience and help them improve their speaking faster and communicate more confidently in English.

5.3 Recommendations

Based on the findings and conclusions made from the study, the following recommendations are proposed:

5.3.1 Implementation suggestions

- 1) This study was limited to one public school in Yunnan Province, China. Applying the research results to students at other schools is uncertain, and different individuals may have different experimental data. The data were collected after using multimedia computer-based instruction and questionnaires. This result can be used to compare students from another school in the same region. More problem-based learning activities can be performed over a longer period of time.
- 2) In the subsequent tests, we can make comparisons in many aspects because the positive effect of multimedia teaching on speaking English learning shows that this method can also provide advice in listening, reading, writing, grammar, and other aspects.
- 3) For the test samples, the researchers believe that more groups can be set up, for example, 30 students in each class, four classes divided according to gender, and seeing whether gender affects performance or not. Multimedia teaching can not only improve the English learning level of Chinese sixth-grade students but also have a positive impact on students of all ages, including students at all levels of education.

4) For the content of multimedia materials, the versatility of multimedia teaching materials and content is also applicable to other subjects and can be effectively used as supplementary materials to supplement traditional courses and enrich students' learning experiences. Researchers can add more rich content, not limited to the restoration of textbook content on multimedia.

5.3.2 Recommendations for Future Research

Considering some limitations of this study, the researcher suggests the following for further research:

- 1) This study is limited to 30 sixth-grade Chinese students in Yunnan Province, China. Therefore, comparable studies with larger samples can be conducted in different regions of China, which will have replication value and help verify and ensure the credibility of the conclusions of this study.
- 2) More comparable research can be conducted by integrating different schools located in different geographical locations in China. In order to conduct comparative research, this study can be repeated to test the effectiveness of using multimedia teaching in learning English as a spoken language in different regions and schools.

All details of this study have been presented. Before concluding this section, it is evident that the application of multimedia teaching has had a significant positive impact on students' English-speaking skills and satisfaction with learning English. For English teachers and students around the world, the application of multimedia teaching may be another innovative teaching method. We hope that English teachers and learners around the world will try more ways to learn English speaking skills, and we welcome them to try using multimedia teaching to learn English speaking skills.

REFERENCES

- Bai, M., & Qu, J. (2019). The importance of middle school students Learning English well. *Classic of Mountains and Seas: Frontier of Education*, (5), 2.
- Baidubaike. (2011). *Location of the Research School*. Retrieved from https://baike.baidu.com/
- Bao, T., & Li, J. (2019). Strategic direction of Chinese English curriculum development. Research on Foreign Language Teaching in Basic Education, Education Research in Gansu Province, (09), 3-6.
- Chang, K. (2005). Domestic middle school education research status and hotspot inquiry-CNKI-based literature measurement analysis. *Scientific and technological innovation and productivity*, (08), 34-37.
- Chen, H. (2007). Exploration of online and offline mixed teaching mode of "mode recognition" course. *Journal of Electrical and Electronic Teaching*, (03), 56-59.
- Chen, J. (2017). Discussion on English Teaching Methods. North and South Bridge, Education Research in Gansu Province, (03), 119-123.
- Chen, X., & Liu, L. (2019). On the Importance of English Teaching in Primary Schools. Shenyang: Economic and Social Development Research, Shenyang Normal University.
- Cui, T., & Peng, C. (2009). Analysis of optimization strategies for junior high school teaching management based on the new curriculum reform concept. *Journal of Yanbian Institute of Education*, (03), 121-124.
- Deswan, L. (2008). Experience in the application of case teaching method in pediatric practical teaching. *China Continuing Medical Education*, (35), 30-32.
- Dong, H. (2018). *The Problems and Countermeasures of Chinese Multimedia Teaching in Primary School.* Shenyang: Shenyang Normal University.
- Dong, Y. (2014). *Methods and tools for educational research*. Beijing: Tsinghua University Press.
- Du, Y. (2023). Based on data mining to explore the medication rules of traditional Chinese medicine in the treatment of diarrhea-predominant irritable bowel syndrome. *New Chinese Medicine*, (03), 17-22. doi:10.13457/j.cnki.jncm. 2023.03.003

- Fan, G., Huang, S., Cui, H., Kou, X., & Feng, L. (2014). The Influence of English Exotic Language on Chinese Language and Culture. *Modern communication* (02), 15 + 14.
- Feng, F. (2016). School Principals' Authentic Leadership and Teachers' Psychological Capital: Teachers' Perspectives. *International Education Studies*, *9*(10), 245. doi:10.5539/ies.v9n10p245
- Feng, Z. (2019). A brief discussion on the balance between "listening" and "remembering" in the cognitive load model. *Intelligence*, (27), 311.
- Fu, P. (2016). The Enlightenment of the Tower of Experience Theory to English Teaching. *New Course Guide, Chinese Times*, (09), 65-68.
- Gao, Y. (2015). The impact of sports dance on the physical and mental health of college students and their comprehensive quality. *Bulletin of Sports Science and Technology Literature*, (04), 187-196. doi:10.19379/j.cnki.issn.1005-0256.2022.04.053
- Gaofeng, G. (2016). A brief discussion on the responsibility and responsibility of quality junior high school education in the process of educational development. *Inner Mongolia Education*, (24), 4-5.
- Gong, H. (2016). The application of process management in rural middle school education and teaching. *Henan Education (Teacher Education)*, (08), 50-51. doi:10.16586/J.CNKI.41-1033/G4.2023.08.065
- Guo, H. (2011). Discussion on strategies for cultivating regional cognitive abilities of junior high school students. *Middle School Teaching Reference*, (10), 90-92.
- Guo, Y. (2014). talk about the importance of primary school English. Educational Management and Art, (7), 1.
- Guo, T. (2003). The step forward is on the avenue of quality education -the reform of the education reform of Weifang Middle School in Shandong Province has achieved remarkable results. *Chinese moral education*, (06), 2.
- He, G. (1984). Third, on qualitative analysis and quantitative analysis. *Journal of Hangzhou Business School, Chinese Times (Principal)*, 45-52. doi:CNKI:SUN:SYJG.0.1984-02-009

- Hu, J. (2014). The Improvement of Meyer Multimedia Learning Theory in Universities. *Jingdezhen High College Journal*, (03), 23-25.
- Hu, L. (2012). The polarization of primary school students' English scores. *Extra- curricular reading (mid-term)*, *Chinese Times*, (03), 186-191.
- Hu, Z. (2019). A preliminary study on the use of comprehensive system methods for junior high school education quality assessment. *Chinese Journal of Multimedia and Network Teaching (Later Issue)*, (08), 199-201.
- Huang, J. (2011). Application of multimedia teaching courseware in teaching. *The road to success, Chinese Times (Principal)*, 21.
- Jia, X., Chai, W., & Zhao, E. (2014). Research on the advantages, disadvantages and countermeasures of multimedia teaching. *China Electric Power Education*, (32), 26-27.
- Jiang, X. (2021). A Study on the Impact Factors of Mixed Teaching in the View of Student Satisfaction (Unpublished Doctoral dissertation). Shandong Normal University, China.
- Jin, J. (2010). Discussion on Problems and Coping Strategies. *Scientific and technological Information*, (11), 168.
- Jing, L. (2023). The effective study of national sports during the "dual-direction" pathtake the Taoyuan Campus of Nanning Peihong National Middle School Education Group as an example. *Guangxi Education*, (13), 20-22.
- Li, H. (2017). The new ecosystem of casting teaching and enable students to develop in an all-round way-the development side of Education Development of No. 1 Middle School in Manzhuang Town, Daiyue District, Tai'an City. *New Campus*, (07), 19-21.
- Li, K. (2013). The influence of English as a global general language on Education and economy in China (Master's thesis, Qingdao University). Retrieved from https://kns.cnki.net/KCMS/detail/detail.aspx?dbname=CMFD201402&filenam e=1013228304.nh
- Li, L. (2018). Study on Performance Test Design for Thai Chinese Zero-Basic Students (Unpublished Doctoral dissertation). Yunnan University, China.

- Li, P., & Lili, W. (2009). On the Development of Multimedia Teaching in China. *China Science and Education Innovation Guide*, (28), 1.
- Li, Q. (2019). Empirical research on the learning quality of junior high school students and its influencing mechanism based on data analysis of the 2019 Zhejiang Province junior high school education quality monitoring. *Examination Research*, (02), 3-13.
- Li, Y. (2018). On the importance of Primary school English. *Children's Big World:* Teaching and Research, (2), 1.
- Li, Z. (2008). A brief discussion on the concepts and strategies of integrating information education into junior high school education curriculum. *Academic Weekly*, (30), 189-190. doi:10.16657/j.cnki.issn1673-9132.2020.30.094
- Liang, J. (2015). Multimedia five-step teaching method. Mathematical, physical and chemical problem solving research: High school edition. China: Xinjiang teenagers Press.
- Lin, M. (2008). "China Shengfang Metal Glass Furniture Procurement Conference" will be held in two sessions of Spring and Autumn. *Scientific and technological Information*, (26), 168-172.
- Liu, C. (2017). Analysis of the ways to improve students' English performance. The Chinese youth. *Chinese Time*, (08), 24-35.
- Liu, L. (2020). Application status and development direction of multimedia education technology in schools. *Satellite TV and Broadband Multimedia*, (8), 149-150.
- Liu, Q. (2018). Validity verification: the education examination urgently needs to make up for the short board. *China Examination*, (04), 16-21. doi:10.19360/j.cnki.11-3303/g4.2018.04.005
- Long, C., & Geng, D. (2012a). Analysis of optimization strategies for junior high school teaching management based on the new curriculum reform concept. *Journal of Yanbian Institute of Education*, (03), 121-124.
- Long, C., & Geng, D. (2012b). The Enlightenment of "World English" Theory to Chinese English Education. *Study Monthly*, (02), 127-128.

- Lu, B. (2019). On the Importance of English Education in China. *After-school Education in China*, (5), 2.
- Lu, J. (2002). Research on the penetration of excellent traditional cultural education in junior high school teaching. *Academic Weekly*, (34), 124-126. doi:10.16657/j.cnki.issn1673-9132.2022.34.041
- Lu, P., & Wang, B. (2011). The evolution and development of senior high school English curriculum implementation and teaching in China after the reform and opening up. *Chinese Loose-Leaf Essays (Teacher's Edition) Youth years*, (06), 175.
- Mao, D. (2017). Middle school education was originally a springboard in life -reading Liao Xiaoying's "Can still go like this". *Future Educator*, (07), 80.
- Mayer, R., & Moreno, K. (1998). The strategy of improving the quality of students' independent learning-Taking the learning center of Oscarbrok Applied Science University as an example. *Application higher education research*, (01), 82-86, 95.
- Meding, B., & Qiang, W. (2022). —— English Curriculum Standards for Compulsory Education (2022 edition). *Basic Education Curriculum*, (10), 19-25.
- Modern Chinese Dictionary. (2002). A right choice and a lifelong friend "Modern Chinese Standard Dictionary" makes its debut. *Chinese Language World*, (03), 22.
- Shang, K. (2018). College Multimedia Teaching Evaluation Based on Students'

 Learning Satisfaction (Unpublished Doctoral dissertation). Soochow

 University, Taiwan.
- Shao, Y. (2006). Reform and practice of fashion design teaching model based on entrepreneurial ability cultivation. *Art and Design (Theory)*, (12), 172-174. doi:10.16824/j.cnki.issn10082832.2012.12.050
- Sheng, K. (2005). Harmony and effectiveness and harmony ——The teaching exploration of "Hyongtu Class" in Caidian District, Wuhan City, Wuhan City, Caidian District, Caidian District. *Chengcai*, (18), 30-32.
- Sun, D. (2004). The importance of the English score progress test and its problem analysis. *Journal of Changchun Institute of Engineering (Social Science edition)*, 5(003), 66-67, 72.

- Sun, H. (2003). Brief analysis of multimedia network teaching. *Open Education Research*, (05), 46-49.
- Sun, J. (2007). Why do multimedia teaching. *Journal of East China Normal University* (Education Science Edition), (02), 332-334. doi:10.3969/j.issn.1674-4543.2005.z1.109
- Sun, T. (2019). The Inquiry of Multimedia Auxiliary Teaching. Chinese youth. *Journal of East China Normal University (Education Science Edition)*, (15), 168.
- Sun, Y. (2014). Electrolytic Preparation, Structure Characterization and Electro-chemical Performance of NiOOH. *Chinese Journal of Chemical Engineering*, (02), 262-267.
- Sun, Y. (2016). Strengthen inquiry, highlight abilities and demonstrate ideas Analysis and inspiration of chemistry experimental questions in Hebei
 Province High School Entrance Examination in the past five years. *Educational Practice and Research (B)*, (03), 63-66. doi:10.14160/j.cnki.13-1259/g4-b.2016.03.005
- Tian, M. (2016). In-depth reading of high school English, "Third-order and Nine Ring" teaching mode, based on the "Reducing Water Pollution in the Li River" as an example. *Educational Practice and Research*, (09), 77-79.
- Ullman, C., & Tatar, M. (2001). Psychological adjustmentamong Israeli adolescents immigrants: A report on lifesatisfaction, self-concept, and self-esteem. *Journal of Youth and Adolescence*, 30, 449–464.
- Wang, B. (2007). Analysis of the pros and cons of —— multimedia in primary school teaching. *Science and Technology Consulting Guide*, (05), 191. doi:10.16660/j.cnki.1674-098x.2007.05.153
- Wang, F. (2005). Comparative Analysis of Teaching Methods between Foreign English Teachers and Chinese English Teachers. CNU. *Journal of East China Normal University (Education Science Edition)*, (03), 34-38.
- Wang, H., & Lu, H. (2011). On the methods and skills of classroom questioning. *Teaching*, (07), 49.

- Wang, H., & Xu, L. (2014). The Significance of Gardner's Multiple Intelligence Theory to Teacher Teaching. *Teacher Education Forum*, (01), 90-93.
- Wang, J. (2002). "Regulations on the Management of Archives in Colleges and Universities" from the perspective of judicial practice an empirical analysis based on judicial judgment documents. *Lantai World*, (10), 80-83. doi:10.16565/j.cnki.1006-7744.2023.10.19
- Wang, J. (2005). On how to train students' reading ability in junior high school teaching. *Science Fiction Illustrated*, (02), 122-123.
- Wang, J., Zeng, N., & Zheng, X. (2013). The Theoretical Foundation for Richard Mayer Multimedia Learning. Modern Distance Education Studies, East China University of Political Science and Law. *Teacher Education Forum*, (05), 24-27.
- Wang, L. (2006). Analyze the necessity and countermeasures of strengthening the education of college students under the conditions of socialist market economy. *Productivity research*, (04), 127-128. doi:10.19374/J.CNKI.14-1145/f.2002.04.053
- Wang, L. (2020a). Application of group learning combined with flipped classroom in teaching practical nurses in the acupuncture department. *Massage and Rehabilitation Medicine*, (20), 92-94. doi:10.19787/j.issn.1008-1879.2020.20.031
- Wang, L. (2020b). Exploration of the situation of high school mathematics classroom teaching issues based on Tao Xingzhi educational thinking. *College entrance examination*, (17), 36-38.
- Wang, X., & Pan, Y. (2020). The Application of Multiple Intelligence Theory in Teaching. *Primary school science: Teacher, Teacher Education Forum*, (04), 71-71.
- Wang, Y. (2014). On the Importance of English Education in Primary School. *Netizen world*, (2), 1.
- Wu, J. (2017). Discussion on improving middle school teaching management level and scientific management countermeasures under the new situation. In *Proceedings of* the Academic Seminar of Teacher Development Forum of Guangdong Teachers Continuing Education Association (pp. 616- 619). China: Triangle Junior High School.

- Wu, Q. (2006). Gardner's Multiple Intelligence Theory and Foreign Language Teaching. *Nanping Normal College*, 25(3), 100-102.
- Xiang, J. (2015). Autobiography and public voices: layman writing in non-fiction literature—taking Fan Yusu and Chen Nianxi as examples. *Academic Monthly*, (05), 168-177. doi:10.19862/j.cnki.xsyk.000627
- Xiao, G. (2008). New ideas for the development of teachers in colleges and universities. *Journal of Jimei University Education*, (01), 37-40.
- Xiao, H. (2009). The Enlightenment of the "The Tower of Experience" theory to Chinese teaching. *Reading and Writing (Education and Teaching Journal)*, East China University of Political Science and Law, (06), 81-90. doi:CNKI:SUN:DYXT.0.2009-07-051.
- Xiao, R. (2018). The significance of Learning English. The motherland, (21), 1.
- Xiao, Z. (2013). New ideas for the development of teachers in colleges and universities. *Journal of Jimei University Education*, (01), 37-40.
- Xie, H., Yan, L., & Chen, L. (2018). Exploration of educational and teaching methods and means. Shanghai: East China Normal University.
- Xie, Y. (2010). Junior high school physics teaching paper: stimulate middle school students' interest in learning physics. *Intelligence*, (19), 106.
- Xu, X. (2014). Research on the Application of Multimedia Technology in Primary

 School English Teaching (Master's thesis, Nanjing Normal University).

 Retrieved from https://kns.cnki.net/KCMS/detail/detail.aspx?dbname=CMFD

 201501&filename=1014345192.nh
- Xu, Y. (2018). The Development of Multimedia Teaching in Chinese English Teaching. *Campus English*, (21), 1.
- Xue, L. (2019). Case analysis of English grammar teaching method in primary schools. *Education*, (08), 86.
- Yan, F. (2015). Research on the current use of multimedia teaching methods for primary school teachers (Master's thesis, Northwest Normal University).

 Retrieved from https://kns.cnki.net/KCMS/detail/detail.aspx?dbname=
 CMFD201602&filename=1015664202.nh

- Yan, K. (2002). Application of feedback teaching method based on online teaching platform in undergraduate nursing teaching in colleges and universities.

 Nursing Research, (10), 1827-1830.
- Yan, T. (2016). On the reform of students' academic performance evaluation. *Education, Western Journal*, (1), 246.
- Yang, M. (2003). At present, the problems and thinking of ideological and political education in colleges and universities. *Journal of Chinese Young School of Political Science*, (01), 66-68. doi:10.16034/J.CNKI.10-1318/C.2002.016
- Yang, Y., & Wang, D. (2020). The Realization of Ideological and Political Education in College English Based on Cultural Confidence. *Creative Education*, 11(11), 2193-2198.
- Yanxin, L. (2015). Brief the development of English in China. *Academy Education* (04), 61.
- Ye, Y. (2006). Research on existing problems and countermeasures in teaching management of private middle schools in the new era (Master's thesis, Yunnan Normal University). Retrieved from https://kns.cnki.net/KCMS/detail/detail.aspx? dbname=CMFD202301&filename=1022611043.nh
- Yu, Q. (2015). Problems facing English multimedia teaching in junior high school. Video education in primary and secondary schools, (07), 100-104.
- Yu, S. (2016). Some insights on improving primary school students' English performance. *After-school education in China: Middle School, East China Normal University*, (04), 116-119.
- Yu, Y. (2013). *Investigation and evaluation of PEP primary school English textbooks* (Unpublished Doctoral dissertation). Inner Mongolia Normal University, China.
- Zeng, W. (2016). "Research on Higher Education" and Higher Education Research-""
 Research on Higher Education "Epicons of Hundred Issues.jshe. *Education*,
 Western Journal, (05), 112-115.
- Zhang, C. (2007). Middle school education should be taken into account both humanities and scientific literacy. *Education research and review*, (02), 96-99.

- Zhang, H. (2007). Talking about the application of the "The Tower of experience" theory in classroom teaching. *Video education for primary and secondary schools Western Journal*, (1), 60-62.
- Zhang, H. (2020). Talk about junior high school English teaching methods. *North and South Bridge, Western Journal*, (1), 172-172.
- Zhang, H. (2022). The way and method of inheriting traditional culture in junior middle school Chinese teaching. *Read and Write calculation*, (06), 25-27.
- Zhang, L. (2014). The Application of Meyer's Multimedia Learning Theory in Modern Chinese Teaching. *Modern Educational Science*, (07), 44-46. doi:10.13980/j.cnki.xdjykx.gjyj.2014.07.005
- Zhang, S. (2017). On the Advantages and disadvantages of Multimedia Teaching.

 Urban Tutor (First Half of the Month). Beijing: Beijing Education (General Education Edition).
- Zhang, S. (2019). *Quantitative analysis and qualitative analysis under modern management*. Chengdu: Southwestern University of Finance and Economics.
- Zhang, W. (2013). Analysis of cultivating students' mathematical thinking ability in junior high school teaching. *Educational Art*, (06), 26.
- Zhang, Y. (2019). The combination of qualitative analysis and quantitative analysis highlights the essence of the problem. *Chinese Mathematics Education: Junior High School edition, Southwestern University of Finance and Economics*, (1), 127-128.
- Zhang, Y., Wei, R., Chen, L., Han, Y., Mei, A., & Yu, Z. (2015). Methods to Strengthen the Management of the Key Teaching Step and Improve the Quality of Internal Medicine Clinical Teaching. *Northwest Medical Education*, (2), 366-369.
- Zhang, Z. (2019). Inspiring interest to help teaching four strategies for the physical improvement of students to improve students' learning interest. *Famous Teachers Online*, (12), 57-58.

- Zheng, C. (2018). Creation of efficient information technology classrooms in junior high schools. *Audio-visual education for primary and secondary schools*, (04), 45-46.
- Zhou, G. (2013). Multimedia teaching and traditional teaching comparative exploration. *Mathematics, physics and Chemistry learning: Teaching and Research edition*, (8), 1.
- Zhou, T. (2020). Analysis of the spatial layout of junior high school education resources in Neijiang City based on GIS. *Surveying and Spatial Geographic Information*, (06), 8-18.
- Zhou, Y., & Yang, C. (2006). The Development Prospect of Multimedia Network Teaching in Higher Education in China. *Journal of Shangqiu Vocational and Technical College*, 5(5), 2.
- Zhuang, A. (2008). A brief discussion on the application of cooperative learning in biology teaching. *Journal of Ningde Teachers College (Natural Science Edition)* (01), 95-97. doi:CNKI:Sunday:NDSX.0.2011-01-028

Ly 29 Paris of Rangsit University







Certificate of Approval College of Foreign Languages, Dianchi University, Yunnan University

Subject: Approval to collect data for M.Ed thesis

Dear Sir/Madam,

I am currently pursuing a Masters in Education in Curriculum and Instruction. Rangsit University in Thailand. I am doing research on ":THE LEARNING MANAGEMENT WITH THE MULITIMEDIA FOR ENGLISH SPEKAING SKILL OF GRADE 6 CHINESE STUDENTS IN YUNNAN PROVINCE CHINA". This research requires student participation. The tools involved in the study pre-test and post-test, student satisfaction surveys, to obtain the required data. Therefore, I would like to seek permission from the administration to allow me to collect data at this school and the names and identities of the students will be kept private and confidential.

Yours sincerely

Zhang Li, Student

Rangsit University, Thailand.

Since this research needs data for analysis, Zhang Li will collect data from this school, please allow him to collect data under the following conditions:

Provide research participants with information to make an informed decision about participation in research (informed consent).

The above documents have been reviewed and approved by the management department of the School of Foreign Languages, Dlanchi College, Yunnan University.

College of Foreign Languages, Dianchi College, Yunnan University

Education Department of Yunnan Province 0871-65141663

APPENDIX B PARTICIPANTS' INFORMATION SHEET



Participant's Legal Guardian Information Sheet

Dear Participants:

You have been invited to take part in a study. Before you make a decision, it is important for you to understand why you are doing research and what it will involve. Please take the time to read the following information carefully. You can talk to other people about this study if you want.

Research School :The First Primary School of Pu'er City, Yunnan Province, China.

Name: ZHANG LI STUDENT ID: 6406613

Studying University: Survadhep Teachers College, Rangsit University, Thailand

Research topic: THE LEARNING MANAGEMENT WITH THE MULITIMEDIA FOR ENGLISH SPEKAING SKILL OF GRADE 6 CHINESE STUDENTS IN YUNNAN PROVINCE CHINA

1. What is the purpose of study?

To improve learning English speaking skill of Grade 6 Chinese students in Yunnan province before and after using multimedia and To investigate students' satisfaction of Grade 6 Chinese students using multimedia.

2. Expected results

English speaking skill of Grade 6 Chinese students will be improved after using multimedia. Students' satisfaction of Grade 6 Chinese students will satisfied after

using multimedia.

3. Outcome

The data were collected after using multimedia computer-based instruction and questionnaires. This result can be used to compare with students from another school in the same region. However, if more problem-based learning activities are performed over a longer time.

4. Number of participants in the study 30 individuals

5. Research procedures

Researchers will collect data in 4 steps. First, pre-test the participants. Secondly, use multimedia to teach oral English to students. Third, take a posttest after taking all the courses. Fourth, questionnaires were sent to the participants to investigate their satisfaction with the use of multimedia in spoken English classes.

6. Duration

The research period will be 4 weeks. 8 sessions.

Week: class 1& 2 (to be announced) Week: class 3& 4 (to be announced)
Week: class 5& 6 (to be announced) Week: class 7& 8(to be announced)

There is no possible risk in this research.

The school has required students who voluntarily participate to inform their parents and obtain their consent to participate in the research. The research data is true and valid, and the school also allows 30 students to assist in his paper research, either voluntarily or through voluntary experiments, to agree to study his paper (Zhang Li) at Rangsit University in Thailand.

Signature £31 13 Date 2013/5/21

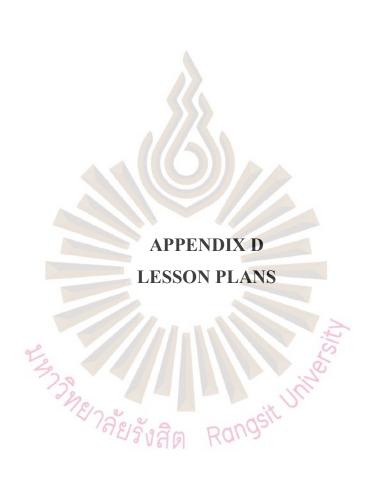
College of Foreign Languages, Dianchi College, Yunnan University Education Department of Yunnan Province 0871-65141663

APPENDIX C EXPERTS WHO VALIDATED RESEARCH INSTRUMENTS



No.	Name	Position/Title	Institutes
1	Wang Hongbo	Primary	Pu'er City first Primary School,
		schoolmaster	Yunnan, China
2	Wang Xingwei	College Teacher	Faculty of Foreign
			Languages, Dianchi College,
			Yunnan University,CHINA
3	Wen Zheng	College Teacher	Faculty of Foreign
			Languages, Dianchi College,
		. 772	Yunnan University,CHINA





Lesson Plan1

Subject: English

Subject: How can I get there?

Grade: 6

Time: 120 minutes

Student background knowledge: Students have learned the relevant location and orientation in their last lessons, which will help them with the following lessons, which will make it easy for students to learn the content of this lesson.

Teaching strategy: Multimedia English teaching

Teaching materials: PEP: PRIMARY ENGLISH STUOENTS BOOK Grade English, multimedia

Learning objectives: After the course, students will master:

- (1) The students can express the direction to get the place correctly.
- (2) The students can apply the sentences or grammatically how to get the place clearly by using the words as follow:

where is the ...? It's near/next to/behind

How can we get there? Turn left/right.... Then....

(3) The students can apply the knowledge to their daily life.

Content			
Stage	Teacher's activities	Student's activities	
Introduction	1. Greetings to students	1.Greetings to the teacher	
(15mins)			
	2. The teacher shows some	2.Interact with the	
	picture, such as: Museums, post	instructor and answer	
	offices, hospitals, schools,	related questions.	
	bookstores, etc. and ask them the		
	question" where is it? Where have		
	you been before? And how to get		
	there?		
	3. Teachers will use video play the	3. Listen carefully to the	
	songs for students. Students listen	instructor and memorize	
	to imitation and understand the	the key points.	
	content. "Museum, Museum,		
	where is the maneum? BookStore,		
	BookStore, where is the	T.	
92	bookstore? Let's go, go. Hospital,	5	
7)	where is the hospital? GO, GO."	M. Comments	
	El Paris a proposit		
	TUTUAN ROMS		

Stage	Teacher's activities	Student's activities
Instruction (20 mins)	1. Teachers use video to show the places about museum shop and post office pictures. Teacher question: Where is this?	1. Students carefully observe the pictures, make a reasonable imagination and answer the teacher's questions.
	2. The teacher began to read the dialogue section and let the students think, lead to key dialogue:T: Wu Yifan wants to go to these places. Where is the	2.Students listen carefully to the teacher's conversation and say the specific location of the store
	museum shop and where is the post office?T: The museum shop is near the door. The post office is next to the museum.	3. Students listen to the teacher's dialogue and actively answer questions to help students deepen their understanding and
	3. The teacher read the conversation again, and then asked the students to think and ask some students to answer the	experience of key sentence patterns.
	location of the museum and the post office.	
Learning	Activity:	Activity:
activities (15 mins)	1. The teacher makes a group of 5. 2. The teacher used the courseware to present pictures about public places and ask the students: What are they? Students can answer by looking at the picture.	 Students sit together in groups. Students review the nouns in public places to pave the way for students to expand the dialogue and output activities in the
	3. Teacher will use video prepared the card of post office, school, science museum, shop, bookstore in the classroom, the classroom is designed as a community, and then the real question and answer communication of asking for directions and directions. EX: S1: I want to go the post office. Where is it? S2: It's near the bookstore. S3: How can I get there? S2: Go straight forward and turn around the corner.	next link 3. Students will have a presentation with each other with the students in groups, then plan different routes by themselves, and finally show all the store locations through the conversation.

Stage	Teacher's activities	Student's activities
Conclusion (5 mins)	The teacher tries to ask the students what they have learned from the activities and help them to get the new concepts.	Students will conclude their views on what they have learned in the course.



Lesson Plans - Plan 2

Lesson Plan 2

Subject: English

Subject: Ways to go to school

Grade: 6

Time: 120 minutes

Student background knowledge: Students will study the relevant museum, post office and other landmarks, and the route to these places, which will help them complete the following courses and make it easier for students to learn the content of this course.

Teaching strategy: Multimedia English teaching

Teaching materials: PEP: PRIMARY ENGLISH STUOENTS BOOK Grade English, multimedia

Course objectives: After the course

- (1) Students will be able to master key words, phrases and grammar.
- (2) The students can express: "How do you come to school?
- (3) The students can apply the knowledge to their daily life.

Content		
Stage	Teacher's activities	Student's activities
Introduction	1. Greetings to students	1. Greetings to the
(15mins)		teacher.
	2.The teacher will use computer to show	2.Students will
	photographs of the transportation tools, such	review the key points
	as: buses, bicycles, subways, walking and so	learned in the
	on.	previous lesson

Stage	Teacher's activities	Student's activities
	3.The teacher will use MP4 plays the	3.The students sang
	recording Route song (The recording	and danced together
	contains the lyrics of the school, some	with the teacher's
	landmarks and routes.) part, and the students	recording
	listen quietly first, and then sing softly to the	
	recording. The teacher put on the recording	
	again, taking the students to sing and do the	
	movements together.	
Instruction	1. The teacher will use video showed a	1.Students will
(20 mins)	picture of a bus and asked himself: "How do	imitate the
	you go to school? And let students to think	pronunciation of the
	about it.	sentences in the
		documentary.
	2. The teacher will use video to show the	2.Follow the
	phrase picture projection machine with	instructions, post
	different vehicles in turn, and let the students	different cards and
	quickly stick them next to the "by " phrase	then answer the
	on the electronic whiteboard. The teacher led	whole sentence.
	the phrases and sentences"	
	How do we get there?"	
	" by". "ยรงสิต Rang"	
	3.The teacher will use video plays the	3.Students listen
	recording, and the students read it along.	carefully to the
	After that, the teacher asked the students to	recording, and then
	fill in the words or phrases in the box first,	fill in the
	and then describe them according to the	corresponding words
	words filled in, such as: " How do we get	according to the
	there?"" by".	recorded dialogue
		content

Stage	Teacher's activities	Student's activities
Learning	Activity:	
activities		
(20 mins)	1. The teacher makes a group of 5.	4. Students sit
		together in groups.
	2. Teachers will use the courseware to	
	display four transportation tools: on foot, by	5. Students review
	Taxi, by Train, by Plane, by Ship, by	the terms of
	Subway	transportation,
	\$\$\$	paving the way for
	3. The teacher displayed the text on an	students to expand
	electronic whiteboard such as: on foot, by	their dialogue and
	Taxi, by Train, by Plane, by Ship, by	output activities in
	Subway, use the sentence type " How do we	the next session
	get there?" "by···".	6. Students will have
	EX:	a conversation in the
	A: How do you come to school?	group and with the
	B: Usually I come by bus.	members of the
	A: Can you come by bike?	group to use to
	B: Yes, I can, but it's too far. Sometimes I	school.
	6/20	
	come by taxi. What about you?	
	A: I come to school on foot.	
Conclusion	The teacher tries to ask the students what	Students will
(5 mins)	they have learned from the activities and	conclude their views
	help them to get the new concepts.	on what they have
		learned in the course.

Lesson Plans - Plan 3

Lesson Plan 3

Subject: English

Subject: My weekend plan

Grade: 6

Time: 120 minutes (60 minutes/ 1 session)

Student background knowledge: Students will learn about relevant schools, hospitals and other buildings, and how to take different transportation to these places every day, which will help them complete the following courses and make it easier for students to learn the content of this course.

Teaching strategy: Multimedia English teaching

Teaching materials: PEP: PRIMARY ENGLISH STUOENTS BOOK Grade English, multimedia

Course objectives: After the course, students will master:

- 1. Students can accurately read and write new words and phrases.
 - 2. Students can use What are you going...? I'm going to...? for question-and-answer exercises.
- 3. The students can apply the knowledge to their daily life.

Content		
Stage	Teacher's activities	Student's activities
Introduction	1. Greetings to students	1.Greetings to the teacher
(15mins)		
	2. The teacher will use the computer	2.Students will review the
	to display time phrases: this morning	key points learned in the
	/this afternoon/ this evening/ next	previous lesson
	week/tonight/tomorrow	
		3. Students will think
	3. The teacher will use video show the	about the teacher's
	pictures in this section, ask the	questions, discuss with
	students two questions, and ask the	each other at the same
	students to answer them.	table, and answer the
	Who are they?	questions actively.
	What are they talking about?	
	The teacher organized the students to	
	discuss at the same table, and tried to	
	guess what they were discussing,	T.
9	which led to the topic of this lesson	5
	about the simple plan of being going to	170
	express the future tense.	•

Stage	Teacher's activities	Student's activities
Instruction	1. The teacher will display the phrase	1. Students will follow the
(20 mins)	pictures of this lesson, leads the	teacher's guidance to
	students to learn these important	remember the words.
	phrases, and guides the students to	
	memorize the phrases in various	
	methods	
	2.The teacher will use the video to	2. Students will read the
	show the dialogue, introduce the key	sentences according to the
	sentence patterns of this lesson, and let	video played by the
	the students read it.	teacher, and invite the
	T: What are you going to do this	students to answer their
	morning?	weekend plans.
	S: I'm going to visit my	
	grandparents/ take a trip /see a film/go	
	to the supermarket.	
	- Interest	It's
9	3. The teacher will present the new	3. Students will replace
	phrases and words before, and then	the sentences according to
	replace the different words into the	different phrases and
	sentences, and then ask the students to	vocabulary.
	read them aloud.	
	E.g.: What are you going to do next	
	week/? I'm going to see a	
	film/	

Stage	Teacher's activities	Student's activities
Learning	Activity:	
activities (20		
mins)	4. The teacher makes a group of 5.	7. Students sit together in
		groups.
	2. The teacher will use the courseware	8. Students will review the
	to show the different phrases: this	words and phrases learned
	morning /this afternoon/ this evening/	in the previous activity to
	next week/tonight/tomorrow/take a trip	prepare for the dialogue.
	/see a film/go to the supermarket.	
	1//	
	3. The teacher displayed the text on an	3.Students will have a
	electronic whiteboard such as: this	conversation in the group
	morning /this afternoon/ this evening/	and with the members of
	next week/tonight/tomorrow/take a trip	the group to use to school.
	/see a film/go to the supermarket. use	
	the sentence type: What are you	
	going? I'm going to?	ity
9	EX:	S
	S1: What are you going to do this	17
	morning/?	
	S2: I'm going to supermarket	
	S3: What are you going to do this	
	morning/?	
	S4: I'm going to see a film	
Conclusion	The teacher tries to ask the students	Students will conclude
(5 mins)	what they have learned from the	their views on what they
	activities and help them to get the new	have learned in the course.
	concepts.	

Lesson Plans - Plan 4

Lesson Plan 4

Subject: English

Subject: I have a pen pal

Grade: 6

Time: 120 minutes (60 minutes/ 1 session)

Student background knowledge: Students will learn relevant time terms, different words such as morning, evening, noon, and how to tell students about their weekend plans, which will help them complete the following courses and make it easier for students to learn the content of this course.

Teaching strategy: Multimedia English teaching

Teaching materials: PEP: PRIMARY ENGLISH STUOENTS BOOK Grade English, multimedia

Course objectives: After the course, students will master:

1. Students can accurately read and write new words and

phrases.

2. Students can listen, say, read, and write a sentence-type What your pen pal hobbies? He likes

3. The students can apply the knowledge to their daily life.

	Content								
Stage	Teacher's activities	Student's activities							
Introduction	1. Greetings to students	1.Greetings to the							
(15mins)		teacher							
	2. The teacher shows the verb phrase	2. Students will do							
	pictures, ask the students to do the	actions according to the							
	action according to the content of the	content of the picture							
	picture and say the phrase, and then	and say these phrases,							
	dictation these phrases, can ask	which can enhance their							
	several students to write on the	memory.							
	blackboard demonstration. Such as:	3. Students will listen to							
	visit my grandparents, see a film,	the melody of the song.							
	take a trip, go the supermarket	After getting familiar							
	3. The teacher plays the song <i>My</i>	with them, the students							
	new pen pal, the students first listen	will sing songs with the							
	to the melody, the teacher should	teacher.							
	explain the students do not								
	understand such as pen pal. Then the	ity							
مراه المراه	teachers and students learn to sing	5							
77	with the music, and finally sing	2							
	together.								

Stage	Teacher's activities	Student's activities
Instruction (20	3. The teacher will display the	1. Students will follow
mins)	phrase pictures of this lesson, leads	the teacher's guidance to
	the students to learn these important	remember the words.
	phrases, and guides the students to	
	memorize the phrases in various	
	methods	
	2.The teacher presents a series of	4. Students will read
	verbs, such as:	sentences according to
	"playing sports, climbing mountains,	the video played by the
	listening to music, watching TV,	teacher and invite
	playing the pipa, drawing cartoons."	students to answer their
		hobbies.
	3.Then Students to read to answer,	3.Students will replace
	and then the teacher to read, each	the sentences according
	group can be a solitaire contest.in	to different phrases and
1	compliance with:	vocabulary.
200	T: What are your pen pal hobbies?	5
7	S1: I like playing sports and music.	3
	What are your hobbies?	
	S2: 1 like climbing mountains and	
	listening to music. What are your	
	hobbies?	
	S3: I like listening to music and	
	watching TV.	
	S4: I like watching TV and playing	
	the pipa. What are your hobbies?	
	S5: I like playing the pipa and	
	drawing cartoons. What are your	
	hobbies?	

Stage	Teacher's activities	Student's activities
	S6: I like drawing cartoons and	
	flying kites. What are your hobbies?	
	The teacher can practice with two	
	students first.	
Learning	Activity:	
activities (20		
mins)	5. The teacher makes a group of 5.	9. Students sit together
	\$\$\$	in groups.
	6. Teachers will use the courseware	2.Students will have a
	to show some photos, such as:	conversation in the
	athletes, singers, mountaineers, etc.	group and with the
1	Students will answer the questions	members of the group to
	according to the content of the	use to school.
	picture.in compliance with:	
	EX:	
1	S1: What are your pen pal hobbies?	14
200	S2: He likes running.	5
77	S3: What are your pen pal hobbies?	70
	S4: She likes dancing.	
Conclusion (5	The teacher tries to ask the students	Students will conclude
mins)	what they have learned from the	their views on what they
	activities and help them to get the	have learned in the
	new concepts.	course.



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





Grade 6 Speaking Skill test (PRETEST&POSTTEST)

Subject: English Total scores:
Name: ID number:

Speaking Skill test (20 points)

Topic1: Traffic:

- 1. Can you tell me a few traffic rules?
- 2. Could you explain the route from home to school?
- 3. Can you explain how to drive safely?
- 4. What should we do when crossing the road?
- 5. How the transportation in your hometown?

Topic2: School:

- 1. Where your school is located?
- 2. What do you like most about school?
- 3. Give me the school rules?
- 4. Explain the characteristics of your school?
- 5. What did you do a day at your school?

Topic3: Weekend plans:

- 1. What are you going to do in this weekend?
- 2. What do you like most on weekends?
- 3. What did you do on last weekend?
- 4. How do you go the beach on the weekend?
- 5. What do you think the benefits of the weekend?

Topic4: Pen pal:

- 1. Can you tell me how to meet your pen pal?
- 2. How do you feel when you meet your pen pal?
- 3. What are you going to do about your hobby?
- 4. How do you contact your pen pal?
- 5. Who is your pen pal?



Item	••	Expert	Expert	Expert		
No	Attributes	1	2	3	Average	Congruence
1	Can you tell me a	+1	+1	+1	+1	Congruence
	few traffic rules?					
2	Could you explain	+1	+1	+1	+1	Congruence
	the route from					
	home to school?					
3	Can you explain	+1	+1	+1	+1	Congruence
	how to drive					
	safely?	3	55			
4	What should we	0	+1	+1	0.67	Congruence
	do when crossing					
	the road?					
5	How the	+1	+1	+1	+1	Congruence
	transportation in					
	your hometown?					
6	Where your	+1	+1	+1	+1	Congruence
	school is located?				ils.	
7	What do you like	+1	0	+1/1	0.67	Congruence
	most about school?	ายรังสิเ	Ran	gsit		
8	Give me the	+1	+1	+1	+1	Congruence
	school rules?					
9	Explain the	+1	+1	+1	+1	Congruence
	characteristics of					
	your school?					
10	What did you do a	+1	+1	+1	+1	Congruence
	day at your					
	school?					

Item		Expert	Expert	Expert		
No	Attributes	1	2	3	Average	Congruence
11	What are you	+1	+1	+1	+1	Congruence
	going to do in this					
	weekend?					
12	What do you like	+1	+1	+1	+1	Congruence
	most on					
	weekends?					
13	What did you do	+1	+1	+1	+1	Congruence
	on last weekend?		55			
14	How do you go	+1	+1	+1	+1	Congruence
	the beach on the			7		
	weekend?					
15	What do you	+1	+1	+1	+1	Congruence
	think the benefits					
	of the weekend?					
16	Can you tell me	+1	+1	+1	+1	Congruence
	how to meet your				Sit	
	pen pal?	4///			o o	
17	How do you feel	0	+1	+17/	0.67	Congruence
	when you meet	78/502	Ran	dell		
	your pen pal?	นรงสด	1 110			
18	What are you	+1	+1	+1	+1	Congruence
	going to do about					
	your hobby?					
19	How do you	+1	+1	+1	+1	Congruence
	contact your pen					
	pal?					
20	Who is your pen	+1	+1	+1	+1	Congruence
	pal?					
	Overall		0.9	950		Congruence

APPENDIX H STUDENTS' SATISFACTION QUESTIONNAIRE



STUDENTS' SATISFACTION QUESTIONNAIRE

Explanation:

- 1. This questionnaire for grade 6 Chinese students in Yunnan province China for multimedia English teaching.
- 2. This questionnaire is divided into 2 parts:

Part 1: General Information

- Part 2: The satisfaction towards the grade 6 Chinese students in Yunnan province China for multimedia teaching.
- 3. This questionnaire is only used for research, and the information is absolutely confidential. Your participation is very important to our research. Please type " $\sqrt{}$ " on the approved option according to your true feelings. Thank you for your cooperation!

Part 1: General Information

Ex	xplanation: Plea	ase fill 🗆 or fill	l in the blanks <mark>that are m</mark> ost accu	rate
1.	Your gender:	☐ A. male	☐ B. female	
2.	Your age:	□ A. 10-11	□ B. 12-13	
	200		\$	
3.	Years of learni	ing English:	Ikith	
	A. 2	YEARS B.3	3 YEARS C. MORE THAN 3 YI	EARS
		0/2/51	van Rais	

Part two: Students' satisfaction toward grade 6 Chinese students in Yunnan province China for multimedia teaching.

Explanation: Please tick \square **The satisfaction towards the** grade 6 Chinese students in Yunnan province China for multimedia teaching.

- **5** =very satisfied
- **4** = more satisfied
- 3 =satisfied
- 2 = more unsatisfactory
- 1 = very dissatisfied

Part 2: Students' Satisfaction Questionnaire

	Degree of satisfaction				
Items	VS	MS	S	MD	VD
	5	4	3	2	1
Part 1: Lear	ning act	ivities			
1. The Learning activities will improve					
my academic performance and	77				
efficiency					
2. The Learning activities increase my					
interest and enthusiasm in learning.					
3. The Learning activities encourage me					
to learn more					
4. The learning activities encouraged	7		À		
the teacher and students to interact					
more.					
5. The Learning multimedia's activities			7		
could improve me in English speaking			2/5		
skill.			o o		
Part 2: I	Learning	manage	ement		
6. Learning management of multimedia	Rand	510			
is innovative	110				
7. Learning management of multimedia					
is suitable for the students.					
8. Learning management of multimedia					
could support my learning achievement.					
9. Learning management of multimedia					
can be consistent and suitable for the					
lesson and learning objectives.					

	Degree of satisfaction					
Items	VS	MS	S	MD	VD	
	5	4	3	2	1	
10. Learning management of						
multimedia encourage me to learn						
English.						
Part 3: Learn	ning equ	ipment	I	1		
11. Learning equipment of multimedia						
can enhance the interaction between)					
teachers and students						
12. Learning equipment of multimedia	0.0					
can use the courseware flexibly as an						
auxiliary tool						
13. Learning equipment of multimedia						
can combination of blackboard writing						
to teach						
14. Learning equipment of multimedia						
can make teacher independently			it			
complete the operation activities			Sy			
15. Learning equipment is suitable for	MB.	110				
the lesson.	Ranc	sit				



Item-Objective Congruence for Questionnaire

Sl.	14	Expert	Expert	Expert	A	C
No	Items	1	2	3	Average	Congruence
1	The Learning activities will improve my	+1	+1	+1	+1	Congruence
	academic performance and efficiency					
2	The Learning activities increase my interest and enthusiasm in learning.	+1	+1	+1	+1	Congruence
3	The Learning activities encourage me to learn more	+1	+1	+1	+1	Congruence
4	The learning activities encouraged the teacher and students to interact more.	+ 1	+1	+1	+1	Congruence
5	The Learning multimedia's activities could improve me in English speaking skill.	41 15.0 A n	+1	+1 Jriv	TE S	Congruence
6	Learning management of multimedia is innovative	+1/6/19	+1	+1	+1	Congruence
7	Learning management of multimedia is suitable for the students.	+1	+1	+1	+1	Congruence
8	Learning management of multimedia could support my learning achievement.	+1	+1	+1	+1	Congruence

Sl.		Expert	Expert	Expert		_
No	Items	1	2	3	Average	Congruence
9	I coming management	+1	+1	+1	+1	Canamianaa
9	Learning management	+1	+1	+1	+1	Congruence
	of multimedia can be					
	consistent and suitable					
	for the lesson and					
	learning objectives.					
10	Learning management	+1	+1	+1	+1	Congruence
	of multimedia					
	encourage me to learn					
	English.	. 7	8 .			
11	Learning equipment of	+1	+1	+1	+1	Congruence
	multimedia can enhance		ه داره			
	the interaction between					
	teachers and students					
12	Learning equipment of	+1	+1	+1	+1	Congruence
	multimedia can use the					
	courseware flexibly as		-			
	an auxiliary tool	MAR-	1100		7	
13	Learning equipment of	+1	+1	+1	S +1	Congruence
	multimedia can	///	B B A	1	5	
	combination of		- B	" AU.		
	blackboard writing to	18.02	Dang	SIL		
	teach	रिश्तल	Rans			
14	Learning equipment of	+1	+1	+1	+1	Congruence
	multimedia can make					
	teacher independently					
	complete the operation					
	activities					
15	Learning equipment is	+1	+1	+1	+1	Congruence
	suitable for the lesson.					2011GI delice
	Summore for the lesson.					
	Overall		4	-1		Congruence

BIOGRAPHY

Name Zhang Li

Date of birth June 28, 1998

Place of birth Yunnan, China

Education background Yunnan University, China

Bachelor of English, 2021

Rangsit University, Thailand

Master of Education in Curriculum

and Instruction, 2023

Address Pu'er, Yunan, China

Email Address 1604352061@qq.com

