



**THE APPLICATION OF ENGLISH FUN DUBBING APP AND
PROBLEM-BASED LEARNING FOR ENGLISH LISTENING
SKILL OF THE FIRST-YEAR SECONDARY
VOCATIONAL CHINESE STUDENTS**

**BY
YUE YU**

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Thesis entitled

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

Techameth Pianchana, Ph.D.
Member

Asst.Prof. Nipaporn Sakulwongs, Ed.D.
Member and Advisor

Approved by Graduate School

(Prof. Suejit Pechprasarn, Ph.D.)

Dean of Graduate School

July 5, 2024

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Yue Yu
Researcher

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 Thesis Advisor : Asst.Prof. Nipaporn Sakulwongs, Ed.D.

Abstract

The objectives of this study were to improve the first-year secondary vocational Chinese students' English listening skill and examine their satisfaction towards the application of English Fun Dubbing APP and Problem-based Learning (PBL). The sample group included 30 first-year secondary vocational Chinese students in Yuxi City, Yunnan Province, China. The quantitative data were obtained through the treatment with four lesson plans, a pretest, a posttest and 5-point Likert scale questionnaire. The collected data were analyzed using means, standard deviations and paired sample t-test.

The results obtained from the pretest and the posttest revealed that the students' English listening skill was significantly improved with a pretest mean score of 60.00 (SD=3.73) and a posttest mean score of 67.10 (SD=5.38), respectively. The data collected from the questionnaire demonstrated that all items on the questionnaire were rated in the high and the highest levels. To simply put, the students were remarkably satisfied with the application of English Fun Dubbing APP and PBL in learning English listening skill. The findings of the study evidently proved that English Fun Dubbing APP and PBL should be applied as another effective method of teaching and learning English listening skill in China and also in other countries.

(Total 153 pages)

Keywords: English Fun Dubbing APP, Problem-based Learning, English Listening Skill, Students' Learning Satisfaction

Student's Signature Thesis Advisor's Signature

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CHAPTER 1

INTRODUCTION

This paper focuses on Problem-Based Learning (PBL) and its implementation using new software for teaching English. PBL has proven to be a very effective teaching method internationally, and using this APP software for teaching English is equivalent to adopting new teaching techniques that enhance students' learning experience. In this paper, we describe in detail the learning approach used in the project and compare the learning outcomes and student satisfaction of project-based learning using the APP with traditional teaching methods. This chapter explains the background and rationale for the study; the scope of the study; the significance of the study; and the expected outcomes of the study.

1.1 Background and Rationale of the Study

Since the 21st century, the education industry has entered the era of information technology, from the earliest projectors and electric classrooms to smart classrooms and online education. While the integration of information technology and teaching continues to deepen, the development of technology has also led to rapid changes in the education model. In recent years, China has released the Action Plan for Education Informatization 2.0 and the Outline of the National Medium and Long-term Education Reform and Development Plan (2010-2020), both of which point out the importance of education informatization to education development. The book "Information Technology and English Teaching" states that students can learn anytime and anywhere through pre-defined learning content using information technology (as cited in Zhang & Fu, 2017). With the rapid development of science and technology in today's world, modern information technology, represented by multimedia and network technology, has come into all aspects of education, and modern information

technology is being more and more widely used in education and teaching. At the same time, this has deepened the need to develop innovative education. In China, English teaching reform attaches great importance to the application of modern information technology in English teaching. Therefore, it is an important task and challenge to combine modern information technology with English teaching, to quote a lot of modern information technology in vocational school English teaching, to change the traditional teaching mode, to optimize the structure of English classroom, to improve the learning efficiency of English classroom teaching, and to cultivate the information literacy of teachers and students.

At present, the rapid development of mobile terminal functions provides certain channels for students' independent learning and makes up for the shortcomings in their English classroom learning. In particular, the emergence of English learning software has greatly broken the traditional English learning mode. Among the many English mobile learning software, English FUN DUBBING APP has been downloaded more than one million times and is favored by English learners for its massive learning resources and diverse learning modes. The dubbing software integrates video dubbing, word accumulation and social functions, opening up a new way to assist English teachers' listening teaching. According to the Statistical Report on the Development Status of the Internet in China, as of March 2020, the size of China's Internet users was 904 million, and the Internet penetration rate reached 64.5% (cited in Statistical Report on the Development Status of the Internet in China, 2020). Meanwhile, the size of Internet users has increased significantly due to the new round of coronary heart disease epidemic. Starting from the end of 2018, the user scale of online education APPs grew rapidly by more than 10%. Among them, English FUN DUBBING APP was downloaded 6,397,000 times, with more than 70 million users and 1.4 million recommendations from school English teachers. The download channels of English FUN DUBBING APP include Huawei Market, Xiaomi, VIVO, OPPO, AppBao, Baidu, 360, Meitu and other application markets, among which Huawei Market has the highest download channel distribution rate of 37.7% and the latest version is 7.24.2. 200,000+ dubbing videos in APP, including popular movies and TV, popular animation, classic teaching materials, popular songs, celebrity speeches, domestic and

international poems, illustrated stories, etc, Domestic and international poetry, illustrated stories, etc. There are more than 200,000+ dubbing videos in APP, including popular movies and TV, popular anime, classic teaching materials, popular songs, celebrity speeches, poems, illustrated stories, etc. It includes dubbing albums of popular IPs such as "Superfly" and "Peppa Pig", dubbing albums of human education version, foreign education version and new concept English textbooks, dubbing albums of different scenes, etc., available for users to choose.

According to a study on information acquisition by Rivers scholars in the 1980s, listening accounted for 45%, speaking for 30%, reading for 16%, and writing for only 9% (as cited in Si, 2017). Therefore, among the four English skill (listening, speaking, reading, and writing), the ability to listen comes first, and only if one can listen accurately, clearly, and understand can one imitate accurately, imitate clearly, and speak well. The English Curriculum Standards for Compulsory Education (2011, 2012) require students to reach Level 5 in English listening by the end of Grade 9 in compulsory education, which means that in the process of listening, they can overcome vocabulary barriers through contextual cues, understand and listen to the general meaning of a text, extract information and ideas from it and record them. Listening, one of the tests in the compulsory English exams, has been changed again in the 2020 English exams, with an increase in the score from 25 to 30 points and new information fill-in-the-blank questions, each with 2 points, testing not only the spelling of words, but also the ability to apply phrases. The test questions are rich in topics, such as stories, advertisements and monologues, which are very close to life and conducive to students' understanding of the content. The listening section is designed to cover interpersonal communication, asking for directions, shopping, and research. This shows that "listening" in English is particularly important in the process of students learning listening skill. The mobile learning software supplements traditional learning methods to enhance students' sense of independent learning, stimulate their interest in learning, and expand their learning resources so that they can arrange personalized learning anytime and anywhere according to their needs, thus achieving the most effective learning results.

PBL usually consists of students' group discussions around problems, and the teacher acts as a guide to direct students to complete teaching tasks and achieve teaching objectives. Scholar Huang conducted a teaching experiment on the application of PBL method in English listening class. He set up questions according to the topic of each lesson, organized students to discuss according to different questions, including two-person communication and four-person discussion, and selected students to make representative summaries according to the questions and report the main contents of the discussion, and finally the teacher summarized. At the end of the course, 30 students would conduct an interview survey.

In addition, scholar Chen Layer organized a teaching experiment based on the PBL model to study the listening learning effects of non-English majors. In the experiment, two sophomore parallel classes, both majoring in agricultural facilities, were randomly selected as experimental subjects, divided into Class 1 and Class 2, with Class 1 as the control group and Class 2 as the experimental group, both of which had similar theoretical backgrounds. After the pre-experimental level test (the test paper was the listening part of the third final exam paper of college English listening), the level was basically the same, the level 3 test score of class 1 was 15.4426, and the test score of class 2 was 15.2500, (total score of 30 points) there was no significant difference, and the results of the pre-test data were analyzed by spss17.0 as follows.

This experiment used spss17.0 data analysis method, combined with questionnaire survey to conduct a comparative study of this experimental method, in the experimental process, the experimental group used the English listening learning method based on the PBL model, and the control group still used the traditional English listening learning method. The experimental steps of this experiment are shown in the table below.

(Note: According to the PBL learning model can be divided into 7 steps, given the limited class time of the English course, the learning model is simplified to 4 steps).

The whole experiment lasted for one semester and the listening final exam at the end of the semester was used as the reference standard to measure the results. After one semester of the experiment, the results of their listening exam data at the end of the semester are shown in the following table. As can be seen from Table 2, the average listening score of the experimental group was 20.1393 and that of the control group was 15.7955. It can be obtained that using the problem-oriented learning approach in college English listening learning can significantly improve the English listening level of non-English majors. In addition, in the post-experimental interviews, many students expressed that they were more satisfied with the English learning course based on the PBL model and believed that the course had significantly improved their interest in English learning.

So far, based on the current situation and needs of Chinese secondary school students' English listening learning, this paper proposes to combine English FUN DUBBING APP and PBL to improve the English listening skill of first-year secondary school students in Yunnan Province, China, and to investigate students' learning satisfaction with English FUN DUBBING APP and PBL in English listening classes.

PBL has been found to be effective in improving students' English listening skill in several ways. PBL is a student-centered, active learning approach that encourages students to use language to identify and solve real-world problems. This approach helps students develop listening skill by providing them with opportunities to practice listening and interact with language in context.

Research has shown that PBL is particularly beneficial for Chinese students learning English as a second language. For example, a study conducted by Wang (2017) found that PBL improved Chinese students' English listening skill by encouraging them to actively participate in the language and to think critically about the information they heard. Another study by Liu (2019) found that PBL was associated with higher student satisfaction and motivation, which in turn led to improved listening skill.

In addition, the use of technology such as the English FUN DUBBING APP can further enhance the effectiveness of PBL in improving English listening skill. Chen's (2020) study found that the use of the English FUN DUBBING APP in combination with PBL resulted in significant improvements in Chinese students' listening skill compared to traditional teaching methods. This suggests that the use of technology can help support and enhance the benefits of PBL by creating a more engaging and effective learning environment for students.

In summary, there is a growing body of research supporting the use of PBL to improve Chinese students' English listening skill. This approach encourages students to actively engage with language, think critically about the information they hear, and develop their listening skill through real-world problem solving. The use of technology such as the English FUN DUBBING APP can further increase the effectiveness of PBL and create a more engaging and effective learning environment.

1.2 Research Objectives

1.2.1 To improve the first-year secondary vocational Chinese students' English listening skill through the application of English Fun Dubbing and PBL

1.2.2 To examine the first-year secondary vocational Chinese students' satisfaction towards the the application of English Fun Dubbing and PBL in learning English listening skill.

1.3 Research Questions

1.3.1 Would the first-year secondary vocational Chinese students' English listening skill be improved through the application of English and PBL?

1.3.2 What would be the first-year secondary vocational Chinese students' satisfaction towards the application of English and PBL in learning English listening skill?

1.4 Research Hypotheses

1.4.1 The first-year secondary vocational Chinese students' English listening skill would be improved through the application of English Fun Dubbing and PBL.

1.4.2 The first-year secondary vocational Chinese students' satisfaction towards the application of English Fun Dubbing and PBL in learning English listening skill would be in a high level.

1.5 Scope of the Study

This study was conducted in the specific context described here; therefore, results must be generalized with caution, especially in the context of different levels of education and when using different research instruments.

First, the purpose of this study was to select a vocational school in China. Thirty first year students were selected as the research subjects

Second, Chinese teachers had an ELT manual that included several learning exercises; however, they were able to develop and implement their learning materials according to students' requirements and interests.

As a result of this study, the researcher recommended the use of English FUN DUBBING APPs and PBL as learning tools to help students improve their English listening skill.

1.5.1 Location of the Study

This study was conducted in a vocational school in Yunnan Province, China. This was a school located in Yuxi City, Yunnan Province, 10 kilometers away from the urban area of Yuxi. The school currently consisted of 509 students and 38 teachers.

1.5.2 Population and Sample

Population: This study included 5000 first-year students from a vocational school in Yuxi City, Yunnan Province, China. These students were approximately 18 to 20 years old and had different genders and English proficiency.

Sample: Using a cluster random sampling method, the researcher selected 30 students who were in the first-year. The students in this class had mixed genders and varying levels of English proficiency.

1.5.3 Time Frame

In this study, the researcher developed 4 lesson plans, each consisting of 2 lessons, so there were 8 lessons in total. Each lesson lasted 50 minutes and was completed over 4 weeks; 2 classes per week, so this study involved a total of 4 weeks of instructional lessons. When using the English Fun Dubbing mobile app, instruction was organized according to the lesson objectives. It did not deviate from the learning content of the textbook. The learning materials used in the school in this study were created and based on Basic English courses and the materials were selected according to the curriculum standards required by the school setting. Table 1.1 below shows the timeline of the study.

Table 1.1 Timeline of the study

Events Time	2023							
	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Literature Review								
Research Recommendations								
Data Collection								
Data Analysis								

1.5.4 Content of the Study

As mentioned previously, each lesson lasted for 50 minutes and was completed over 4 weeks; 2 classes per week, so this study took a tot 4 weeks of instructional lessons. The theme of each class was based on the compulsory education English textbooks designated by the Chinese Ministry of Education. The course materials included an English vocabulary tests including the pretest and the posttest. The students in the sample group were taught according to a specific curriculum schedule and completed English listening vocabulary tests before and after the start of the study, in order for the researchers to check whether their English listening level improved after using the English FUN DUBBING APP and PBL.

Table 1.2 Content of the study

Lesson plans	Topics	English FUN DUBBING APP and PBL methods
Test	Pre-test	
Lesson plan 1	My career when I grow up	Download and learn about the app; Design problem scenarios
Lesson plan 2	Do you know the capital city of Beijing	Choose your favorite dubbing materials; Teacher guidance
Lesson plan 3	How often do you exercise?	Exchange learning; Promoting self-directed learning
Lesson plan 4	How to make apple pie	Experience and sharing; Reflection and Summary
Test	Post-test	

1.6 Conceptual Framework of the Study

The independent variable in this study included the application of the English FUN DUBBING APP and PBL whereas the dependent variables were the students' English listening skill and their satisfaction with learning English listening skill. This study was conducted with Chinese 30 students in vocational school, aiming to explore

whether their English proficiency had significantly improved through the use of the English Fun Dubbing APP and PBL, and to explore their satisfaction with the English Fun Dubbing APP and PBL during the process of learning English listening through a questionnaire survey. The illustration of the conceptual framework of the study is given below:

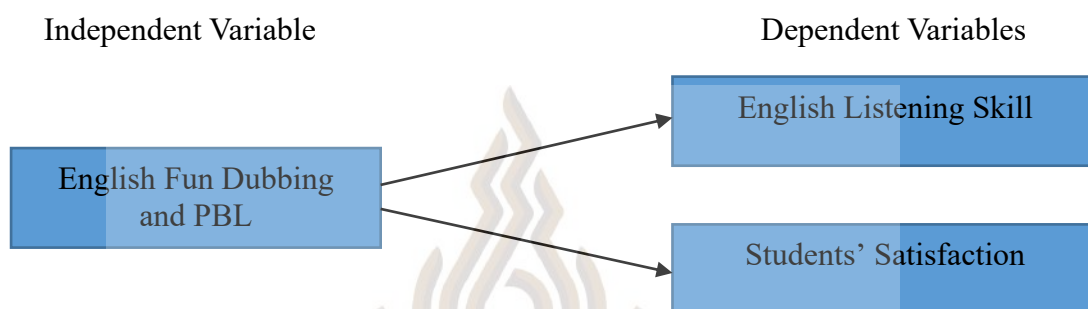


Figure 1.1 Independent Variable and Dependent Variables

1.7 Limitations of the Study

1.7.1 The study subjects were the students only in a secondary school, and the conclusions drawn were rather one-sided by comparing only one set of experimental classes and control classes.

1.7.2 It was not generalizable to students of different grades in different schools in different cities.

1.7.3 The experiment lasted only for 4 weeks, which was rather a short time, and some problems needed to be revealed with a long-term study.

Therefore, the conclusion drawn from just one experiment would be only of reference significance.

1.8 Definition of Terms

English FUN DUBBING APP refers to a popular dubbing learning APP with lots of learning resources, which is also the English teaching tool for this study. In this study, eight learning videos (An enviable family life, Happy family outing, Beauty

bloggers, Life Lessons from Batman, Graduation ceremony is a big day for the kids, Maria's pots and pans, Life after leaving the Internet, The vast space of ancient architecture was a symbol of the unlimited power of the ancient emperors) will be selected from the English FUN DUBBING APP, and used with the PBL method.

Problem-Based Learning refers to unlike traditional teaching where students learn theoretical knowledge before solving problems, it is a learning method that allows students to seek solutions around problems.

It can improve students' learning initiative, increase their participation in the teaching process, easily stimulate their curiosity and activate their thinking

English Listening Skill refers to students' listening comprehension and information processing skill, and the ability to relate knowledge to real life. In this study, students' listening skill improvement would be accessed by pretest and posttest.

Students' Satisfaction refers to students' interest and motivation in English Fun Dubbing and PBL in this study. In this study, students' satisfaction was accessed by questionnaires and semi-structured interview.

First-year Vocational Students refers to 30 first-year vocational students would select as the sample, with the average age of is about 15 or 16 years old.

1.9 Significance of the Study

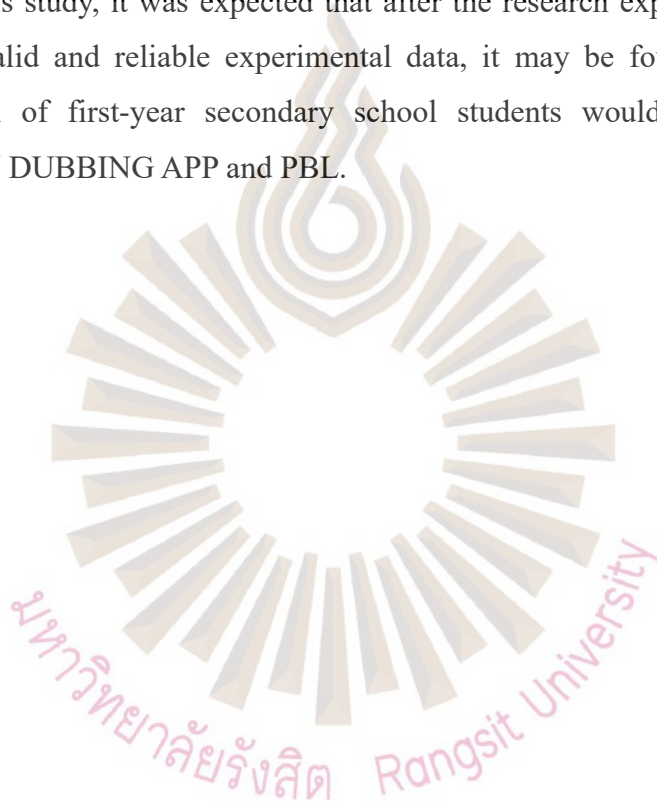
The application and research of educational mobile learning software in the independent learning of English listening for Chinese secondary school students was therefore of extreme theoretical and practical importance.

Based on the theory of independent learning and language learning strategies, the design of English Fun Dubbing learning APP and the advantages and disadvantages of using English FUN DUBBING APP for learning were discussed, which greatly promoted the integration of theory and practice and provides different perspectives of

inquiry for the theory of independent learning and language learning strategies.

The application of cell phone listening learning software played a positive supporting role for English teaching, which provided certain reference suggestions for listening learning methods and provide reference for secondary school listening learning from a broader perspective.

In this study, it was expected that after the research experiment, through the analysis of valid and reliable experimental data, it may be found that the English listening skill of first-year secondary school students would be improved after applying FUN DUBBING APP and PBL.



CHAPTER 2

LITERATURE REVIEW

This chapter introduces the history of English language teaching in China, teaching and learning English listening skill, the use of technology in English language teaching, the use of FUN DUBBING APP in English listening skill, research on Problem-Based English language teaching, student satisfaction with English language learning, and related research and studies.

2.1 History of English Language Teaching for Foreigners in China

English language teaching for foreigners in China began in the late Qing Dynasty and has continued to develop as China's exchanges with the world have deepened. According to the historical chronology, English teaching for foreigners in China can be roughly divided into three stages.

2.1.1 First Stage: pre-19th century - pre-20th century

The teaching of English in China began in the first half of the 19th century, when, along with the colonial movement, Western missionaries increasingly came to China. Christian missionaries, represented by Morrison, began to establish schools and academies, promote Christian theology, and educate the Chinese public with original English textbooks using Western educational philosophy as their guide, thus beginning the history of English education in China. This started the history of English education in China. English teaching in this period basically served the needs of the missionaries in spreading Christian ideas, but it also produced a group of Chinese who were proficient in English and kicked off the teaching of English by foreigners in China.

2.1.2 Phase II: Pre-20th Century - Mid-20th Century

With China's opening to the world and the implementation of the "new education system," English teaching methods and English linguistics were introduced to China on a larger and more systematic scale. Diverse English textbooks and literature were used in higher education, even at the secondary level. During the May Fourth Movement, there was a further influx of Western culture, and the Chinese began to re-examine their own culture, hoping to gain a fuller understanding of the advanced Western culture of the time, so much so that there was a trend toward "Western learning in the East. During this period, many advanced intellectuals studied abroad and returned to China to propagate advanced Western ideas in English and Chinese, thus further promoting the development of English teaching for foreigners in China.

2.1.3 Phase 3: Mid-20th century to present

During this period, language teaching in China has undergone tremendous changes. For historical reasons, progress in teaching English as a foreign language in China was relatively slow, but after the 1960s, the development of English teaching gradually resumed, and after the 1970s, English teaching was launched on a large scale nationwide. After the reform and opening up, English teaching has established its absolute dominance in China, becoming a key subject in China's education and teaching, and exerting a crucial influence as a required subject in China's education and study examinations for primary and secondary schools, higher education, graduate students, and doctoral students. Nowadays, with the strengthening of communication and cooperation between China and the world, English teaching has taken on a new look with rich teaching contents covering foreign literature, linguistics, western bureaus, poetry and so on. Modern educational technologies such as multimedia are integrated into English teaching, and with the strengthening of communication and cooperation between China and the world, English teaching for foreigners in China will present more and more cooperation and new exploration.

2.2 Teaching and Learning English Listening Skill

Listening occupies a very important place in everyday communication. According to Omar and Tenkari (2016), normal people spend 70% of their waking hours on various forms of communicative activities, of which 11% is spent on writing, 15% on reading, 32% on speaking, and at least 42% on listening.

Listening has changed from being considered a passive activity in the past to being considered an active process, and the focus of listening research has changed from focusing on the outcome of listening to including the process of listening. Listening instruction involves all aspects of teaching and learning, including teachers' attitudes, content, methods, teaching philosophies, and teaching styles, as well as students' content, methods, speed, level, and depth of learning.

2.2.1 Teaching English Listening Skill

Cognitive psychologists believe that listening comprehension is not a passive process in which listeners receive acoustic signals, but a complex series of mental activities in which thinking, judgment and cognition interact, and listeners have to actively predict, discriminate, filter, organize, memorize and other information processing activities on audible information. According to Weizhong (2004), in English listening teaching, teachers should not only impart the language knowledge required for listening comprehension and teach students to decode the information they hear, i.e., recognize the sounds they hear and understand words and grammar, but also develop students' ability to actively predict and capture specific information and grasp the central meaning. Gao (2008) further pointed out that in English listening teaching, in addition to helping students strengthen their basic listening comprehension skill, students should be guided to develop listening micro-skill, such as those including the ability to acquire information, the ability to guess semantics, and the ability to make predictions.

According to schema theory, the listening comprehension process of language is a mental process in which schemas and sound signals interact. Listening comprehension is a process in which listeners use their existing knowledge and experience to make schema speculations in their minds and finally complete the listening comprehension of language by combining the schemas in their minds with the discourse. According to Zhou (2002), using schema theory to guide English listening teaching can fully mobilize students' initiative and motivation, and also cultivate students' active and effective thinking. He further points out that students can be guided to improve their listening skill by using their own life experiences to help activate their existing schemas, by guiding them to review their past knowledge, by using relevant schemas to build new schemas, and by introducing relevant background knowledge to help them build new schemas.

2.2.2 Learning English Listening Skill

It is very important to teach English listening skill scientifically and effectively. According to Li (2006), the learning of either cognitive, affective or motor skill is not determined by self-processes alone, but is also influenced by environmental, collective, social and family factors, so the factors affecting the learning of English listening skill can be divided into internal and external factors. Zimmerman and Schunk (2011) divided the external factors affecting independent learning into two categories, namely social and material factors. They argued that social factors such as imitative role models and help from peers, teachers, and family members, and material factors such as information resources have an important influence on English learning. According to Peng (2004), internal factors that influence learning include self-efficacy, goal setting, cognitive strategies, metacognitive strategies, level of volition, and gender factors.

Hulstijn (2003), on the other hand, strategically proposed a six-step approach to listening learning: listen to the recording, ask yourself if you understand, play back the recording, compare it with the text of the written expression, confirm what you heard, and try to play it back, making listening learning more systematic and concrete. Field (2008), on the other hand, proposed listening skill learning in terms of the

process approach to listening comprehension, arguing that learners need to focus attention, follow the rhythm of listening, activate new information, and adjust the received information, which can effectively improve the quality and efficiency of listening comprehension.

2.3 Application of Technology in Teaching English as a Foreign Language

2.3.1 History of the Use of Technology in ELT

With the continuous promotion of education and teaching reform and the rapid development of technology, the teaching mode of optimizing the integration of technology and basic education curriculum has received wide attention from educators. The application of technology in foreign language teaching has a long history. Technology was first used to assist foreign English teaching in the late 19th century. At that time, the "magic lamp" (actually, a "magic lamp" is an optical projector with multiple light sources) played an important role in English teaching classrooms, where students looked at the images of the "magic lamp" and followed the teacher to learn English. This learning style created the history of modern educational technology-assisted foreign language teaching. After the invention of the record player and phonograph, the use of technology in foreign language teaching went one step further. The first English language film course was offered in 1939. In the same year, American colleges and universities across the ocean also began to use videotapes to assist language and language experiments, which marked a new period of development in educational technology-assisted foreign language teaching. the 1970s saw the rapid development of electronic communication technology, which provided more advanced material conditions for English language teaching, with various types of tape recorders, video recorders, and satellite transmissions creating richer conditions. The rapid development of electronic communication technology provided more advanced material conditions for English teaching. Especially, the development of computer language and technology from 1980s to 1990s made it possible to sample, encode, store, restore and process audible language, and English teaching showed the

characteristics of "sound, light, color and word", which greatly improved the teaching effect, improved the teaching mode, and laid the foundation for the development of intelligent human-computer interaction teaching mode. It also lays the foundation for the development of intelligent human-computer interaction teaching mode.

From the 1980s to the present, it is a period of rapid development of network technology, and a period of deep and wide integration of technology and English teaching. From single media to multimedia applications, from hearing and listening in the past to audio-visual integration, from the teaching mode of "proofreading answers on" to student-defined learning steps and intelligent human-computer interaction, from the original language lab to campus network teaching, from offline teaching to online teaching to global integrated teaching, and so on, technology has profoundly influenced English teaching in many fields and dimensions. Technology has profoundly impacted ELT in many areas and dimensions. Now, with the development of mobile technology and digital learning technology, mobile learning will bring a new breakthrough in teaching English to foreigners.

2.3.2 Mobile Digital Technology and Digital Learning Technology in English Language Teaching

The development of mobile technology and digital learning technology (e-Learning) has given rise to a new way of learning - mobile learning. The emergence and development of mobile learning is due to the development of information technology and innovations in mobile technology. In the definition given by Clark Quinn, m-learning refers to learning without the constraints of location and time with the help of mobile devices and mobile communication. It combines mobile computing and digital learning, a new digital learning paradigm. In Finland, scholars in the field argue that in the actual learning process, the time and place of learning is constantly changing for the learner, and therefore the need to learn anytime and anywhere emerges, which leads to a new type of learning that uses mobile devices to meet this learning need. The devices used for this type of learning are the devices used for this type of learning must be able to effectively present learning materials to learners as

well as enable interactive communication between learners and teachers (Dye, 2003). Mobile learning is also understood as mobile education (E-education) (Leung, 2015). In this paper, we investigate English learning in middle school with the assistance of mobile terminal applications, which falls under the category of mobile learning (mobile education).

Nowadays, mobile learning has become a new form of digital learning, and mobile learning APPs have been rapidly expanded. Foreign applications of mobile technology in English language teaching are mainly in five areas: short message services, educational websites, voice and email functions, handheld wireless devices, and audio-video playback. Thornton and Houser (2005) used cell phone short messages to enable students to receive small texts, including word definitions, review content, and word vignettes to aid foreign language learning, and the study. The results showed that students learned significantly better - using cell phones than traditional textbook learning. Thirty students at the University of Queensland in Australia studied and communicated with foreign language courses through a website created by Dr. Kichurn Nah, and the results showed that the students' foreign language proficiency improved significantly through the website (Ma, 2007). In China, research on the application of mobile technology for teaching English to foreigners began in 2000, slightly later than abroad, but with the popularity of smartphones in China, various forms of mobile phone-based English teaching have sprung up, with well-known companies such as Sina, Sohu, and Netease launching SMS services for mobile English learning or English learning websites in the form of WAP. In 2007, Noah's Ark launched a website called "YIXUEXING" English learning software, which makes full use of scattered time to learn English through cell phones anytime and anywhere to improve English listening, speaking, reading and writing skill quickly and effectively. A company in Tianjin, China, has launched English learning software called "YIXUEXING", which makes full use of scattered time to learn English through cell phones anytime and anywhere to quickly and effectively improve English listening, speaking, reading and writing skill. In recent years, mobile APPs based on different social and educational platforms have been emerging. The interactivity, sharing, fragmentation, openness and timeliness of mobile APPs have become one of the most important ways of mobile English learning. Some

famous mobile APPs are English Fluency, Coco English, Multi-Neighborhood, Hujiang CCTalk, etc.

2.4 The Application of FUN DUBBING APP in English Listening Skill

2.4.1 Foreign Applications of English FUN DUBBING APP in English Teaching

Although the English FUN DUBBING APP was developed by domestic researchers and no relevant research has been done by foreign scholars, foreign research on mobile learning theories such as mobile APPs is relatively early and extensive. Mobile learning is a way of learning that relies on the convenience of mobile devices, thus enabling students to learn anytime and anywhere across the dimensions of time and space. Research on mobile learning began in 1994 when Carnegie Mellon University launched Wireless Andrew, a network-building research project that focused on faculty using PDAs to teach learners, develop courses, and build instructional resources over a campus-wide wireless network. Since 2001, research on mobile learning has received close attention from researchers around the world, and many different mobile learning research projects have been launched in Europe. In the field of primary and secondary education, the Learning2GO project in Europe and the Mobiskoolz project in Singapore allow teachers to use Internet platforms and mobile devices to make online learning easy for students, enhancing teacher-student interaction and expanding the learning space for students. The Campus-Mobile project in Germany uses a server to send and receive information from mobile devices, and a wireless pilot to gain access to the server to meet people's learning needs. In Irish distance education expert Desmond Keegan's From e-learning to m-learning project, researchers reviewed a wide range of online resources, combined with offline physical teaching examples, to provide teachers with a download channel for mobile devices, extending classroom learning to offline learning outside the classroom (Desmond, 2000). BOMI learning is mobile learning for social education programs that emphasize "learning-driven" rather than "technology-driven". Students learn one-way, or even simply interact, via mobile devices to understand classroom

priorities, make learning new content easier, and help learners generalize across multiple courses.

2.4.2 Domestic English FUN DUBBING APP in English Teaching

With the high degree of integration of information technology and education teaching in China, smartphones, as multimedia platforms for information dissemination, provide students with a variety of rich learning resources, making mobile learning a viable arena. Studies related to mobile software for English learning have also emerged. In 2014, English FUN DUBBING APP was introduced to the market, and the literature of its related studies was first published in 2016. Jiang, Guo, and Wu (2016) looked at various aspects such as students' attitudes toward smartphone assisted English learning, the functions of "English FUN DUBBING APP" and its application in university English teaching analyzed whether "English FUN DUBBING APP" can be applied in the process of college English teaching. Zhang (2015) analyzed whether "English FUN DUBBING APP" can be applied in college English teaching. Chang and Yin (2017) addressed the phenomenon of college students' speaking petrification, combined with the application of cell phone APP English Fun Dubbing in college speaking learning, and put forward a solution to students' Cai (2017) proposed a feasible idea of "English Fun Dubbing" to assist English teaching in junior high schools, but no practical action was taken. Li (2018) counted the usage of various learning software and introduced the practice of cell phone software-assisted English teaching in students' phonetics, listening, reading, translation, and writing with "English Fun Dubbing" as an example. Ying (2018) combined the characteristics of "English FUN DUBBING APP" and the teaching advantages of English dubbing, teaching implementation, and case study to confirm that "English FUN DUBBING APP" to assist elementary school English teaching and improve English. The feasibility of "English FUN DUBBING APP" to assist elementary school English teaching and improve English application skill was confirmed. Xu (2018) developed a school-based English speaking course based on constructivist theory, used cell phone "APP" as an innovative practice for independent speaking training, and used a dubbing contest as an evaluation method to cultivate students' speaking learning habits, improving students' basic speaking ability. Zhao

(2018) applied English dubbing software to English professional speech teaching, guided students to practice speaking in context, and carried out situational speech practice, which improved students' interest in learning and strived to realize the ambiguity and strangeness of English language communication. Zeng and Tang (2018) explored English Fun Dubbing ecological language input by exploring types and patterns on the quality and quantity of children's language output, verified that English Fun Dubbing has a positive effect on language output and is a useful attempt to improve children's listening skill by using new English media ecological resources. Chen (2019) introduced the implementation of "English FUN DUBBING APP" in higher-level English classroom and after class, which greatly enhanced the interactivity of higher-level English classroom and realized the teacher-student multidimensional interaction. Lai and Shang (2019) analyzed the application of "English Fun Dubbing" mobile software in English second classroom based on Krashen's second language acquisition theory and five hypotheses: affective filtering, acquisition-learning, monitoring, natural order, and input. Yang (2019) introduced the English FUN DUBBING APP as a case study of the learning interests of students with mild autism to build a personalized education model to help students with autism improve their self-management, communication, expression, and cooperation skill as well as English listening and speaking skill at the middle school level. Xi (2020) argued that applying English Fun Dubbing to an elective class can improve students' language expression skill, promote flexible thinking, expand cultural knowledge, stimulate learning interest, and develop students' core English subject literacy. Many teachers and scholars have begun to explore how to effectively use educational APPs for foreign language learning. Among the domestic scholars' studies on "English FUN DUBBING APP", this study concludes that most of the domestic literature applies English FUN DUBBING APP to English teaching, but it lacks some specific operational practices and focuses mostly on college teaching, and the application to vocational school English listening learning needs to be further explored.

2.5 Problem-Based Research on English Language Teaching

2.5.1 Meaning of PBL Teaching Method

PBL, also known as Problem-Based Learning (PBL), was first proposed by Barrows, an American neurology professor, in 1969 at McMaster University in Canada, and has become an internationally popular teaching method. PBL is a teaching strategy that emphasizes setting learning in complex, meaningful, and realistic problem situations, so that learners can learn the scientific knowledge implied behind the problems and develop problem-solving skill and independent learning abilities through the cooperation of learners to solve real problems. In the teaching process, teachers no longer play the traditional role of teaching subjects, but are the guides and educators of teaching and learning, leaving all the work of problem identification, analysis and problem solving to students in order to improve their corresponding abilities.

2.5.2 Specific Application of PBL in English Teaching

1) Class Preparation Questions

Unlike traditional teaching methods, the use of PBL changes the roles of teachers and students. During the teaching process, teachers change from traditional lecturers to instructors and facilitators, and students change from passive receivers to active knowledge explorers and participants. In addition, the use of PBL requires all students to use English in the learning process, which is a challenge for most students. On the one hand, teachers should actively encourage students to think and solve problems in English in order to eliminate students' fear and anxiety and make them actively participate in English language teaching. On the other hand, teachers should set relevant questions for students to focus on English learning, so that students can collect information with the questions, exchange and discuss with the questions, and finally get the answers to the questions.

2) Student Group Review Information

During the learning process, students should explore issues of interest to them in small groups, with one member per group. Group members should bring their questions and make full use of available books, literature and Internet resources to find information. In this process, teachers can give students some help and group members can help each other and share the work. For example, when organizing students to study the concept of "Civil Rights Movement," one student should look up the historical background and causes of the "Civil Rights Movement," one student should look up the main leaders of the "Civil Rights Movement" and their major achievements, and another student should look up important historical events of the "Civil Rights Movement. Through systematic division of labor and cooperation, group members can achieve a comprehensive understanding of the concept of the Civil Rights Movement. In addition, by collecting and organizing a large amount of information, students not only improve their reading level, but also enhance the relationship among group members and strengthen their sense of cooperation.

3) Group Communication

In the classroom teaching of Unit 1, group members are asked to integrate the information they have collected organically, present the information they have consulted and the knowledge points they are concerned about, and achieve complementary and corrective information among group members. Teachers can join group discussions in class and provide guidance to group members in order to promote the continuous improvement of students' English proficiency. During the discussion, students may discover new issues that they have not noticed before or ask more interesting questions, thus prompting them to search and organize relevant information and find answers to their questions through their own efforts. For example, when studying the anti-war movement, students may ask questions about the causes and historical process of the outbreak of the Vietnam War. Through group communication and after-class information review, students will continue to increase their English reading and knowledge base, preparing their knowledge for continuous development in the future.

4) Classroom Discussions Around Issues

After students have researched and organized their information and group discussions, in the second unit of classroom instruction, group representatives can make summary statements about the issues studied, and other groups can ask questions about what they have said. The teacher will evaluate the results of the group discussion, emphasizing the more important elements and adding anything that students missed or did not articulate clearly. Throughout the class discussion, students explain their knowledge in English, communicate with each other, and answer questions. At the same time, each group gains knowledge from the other groups' discussions, which not only improves learning efficiency, but also expands their knowledge and gives them a comprehensive and thorough grasp of the given teaching content.

5) Teacher Evaluation and Summary

While summarizing the teaching, the teacher also has to make objective evaluation of the learning of each group, especially praising the groups that have completed their learning tasks better, so that all group members have a sense of honor and promote their further learning. The teacher raises questions to summarize and evaluate is a kind of large-loop teaching, while students will also have new questions during the process of discussion and communication, requiring further access to relevant information and discussion, which constitutes an internal small-loop teaching. In the cooperative learning process of asking questions and solving problems, students will continue to enrich their knowledge and improve their language comprehension and communication skill.

2.5.3 Advantages of PBL

1) PBL makes Students' Learning Exploratory and Active

According to Liu (2006), traditional indoctrination teaching is generally "teacher speaks, students listen", teacher-centered and knowledge-based, students are in a passive position, students can only follow the teacher's thinking, learning for the sake of learning knowledge, and cannot bring into play students' exploratory and active nature. PBL teaching method is student-centered and problem-

based, students obtain through discussion, finding information and other ways. The method of solving problems and answers makes students' learning change from passive to active, from blindly exploring the answers to problems to purposeful and active exploration of the nature of the process.

2) PBL makes Students' Learning Problematic and Participatory

According to Zhang (2014), compared with traditional English teaching methods, the PBL teaching method is Problem-Based to organize students' learning, which requires students to learn through or around problems; problems become the motivation for students' learning and the material for developing students' comprehensive thinking skill and problem-solving skill; students not only acquire knowledge through the exploration and solution of a problem, but also learn Students not only gain knowledge through the exploration and solution of a problem, but also learn the ideas and methods of problem solving; at the same time, the exploration of problem solving becomes the process of students discovering problems, solving problems, and solving problems again. At the same time, problem solving becomes the process of students discovering problems, solving them, and solving them again. The student-centered teaching method requires students to be the main body of classroom teaching, so that students can participate in the teaching process, which can give full play to students' initiative and creativity, which is conducive to students' real understanding and mastery of knowledge and the cultivation of various abilities.

3) PBL Stimulates Students' Interest in Learning and Develops Thinking and Problem-Solving skill

PBL teaching method is to ask questions at the beginning of the course, students learn with questions and are interested in solving these problems, they will change passive learning to active participation and exploration, students have to go through cognitive activities such as questioning, judging, comparing, selecting and analyzing, synthesizing and generalizing knowledge, and get the problem solving through multiple ways of thinking and cognition, which is actually the process of students gradually gaining integrated thinking and problem solving. According to Morales-Mann (2005), PBL and group discussion can significantly improve students' ability to analyze and solve problems in the process of learning basic and clinical knowledge.

2.5.4 Problems that may be Encountered when Implementing PBL

Yang (2010) points out that Problem-Based ELT research can significantly improve the quality of ELT and students' English language learning in many ways, but it can also be influenced by a number of factors that can make teaching and learning much less effective.

1) Teamwork

The success of PBL teaching depends on organizing effective group work. In the reality of teaching English, not all students are willing to actively participate in English language learning or to engage in communication and discussion. In fact, some students lack the spirit and skill of cooperation or form a certain dependence on the traditional education model, and often refuse to discuss or shirk their tasks during group discussions and assignments, thus leading to inefficient group work.

2) Selection of teaching materials

The teacher is also an important influencing factor. If teachers do not understand the teaching materials well in the teaching process, they tend to deviate from the textbook content when assigning tasks and seek extra-curricular knowledge that is more interesting to students, which can lead to learners' failure to grasp knowledge systematically or cause confusion as well as fragmentation of knowledge understanding. As a language subject, English has a lot of content taken from life. In the teaching process, teachers can relate to life scenes and introduce life problems into PBL teaching to promote students' in-depth understanding of English and improve their overall ability. However, teachers should be careful when choosing teaching materials and should not choose life issues that are too controversial, extremely one-sided, and overly emphasize entertainment. Although these topics are highly discussed and can easily attract students' interest, they can easily mislead the direction of students' discussion and miss the very beginning of their learning goals.

3) Evaluation of results

Sound and effective outcome assessment has an important impact in the PBL teaching and learning process. After students complete problem discussions, objective, valid and in-depth outcome assessment is needed to help learners

summarize and generalize their knowledge, and teachers play an important role in this process. In general, teachers' assessments should focus on both outcomes and processes. Some teachers judge students' learning based on the results of their problem solving, while ignoring the efforts made by students as they engage in learning, collaborate, communicate, and express themselves, all of which are reflected in the learning process. This emphasis on results and disregard for the final assessment of the process often frustrates students' motivation for independent learning and affects the ultimate teaching effectiveness. In addition, students' self-assessment and mutual assessment are often easily neglected. In the teaching process, teachers should encourage students' self-assessment and mutual assessment. Through self-assessment and mutual assessment, students can clearly understand their own performance, affirm their achievements and understand their shortcomings, and at the same time, they can improve the understanding among classmates and motivate students to form a positive learning atmosphere of healthy competition.

2.6 Students' Satisfaction with Learning English

2.6.1 Meaning of Learning Satisfaction

Learning satisfaction refers to learners' feelings and attitudes about various aspects involved in the learning process and includes several aspects such as motivation, desire to learn, and sense of achievement (Chang, I. & Chang, W., 2012; Topala & Tomozii, 2014). Harvey et al. (2002) describe learning satisfaction as the pleasure generated by students' participation in specific activities suggested by the course design that meet the students' perceived learning needs. In the field of online learning, learner satisfaction is an important indicator for assessing learning performance and the success of online learning system implementation (Ke & Kwak, 2013). Meanwhile, factors such as the quality of online support services, ease of use and usefulness of online platforms, computer self-efficacy, academic self-efficacy, prior experience, and online learning acceptance significantly influence students' online learning satisfaction (Jiang, Islam, Gu, & Spector, 2021; Lee, 2010). Furthermore, transactional distance theory has also emphasized interaction as a key component in online learning, where interaction not only

promotes communication and interaction between teachers and students but also enhances learners' understanding and application of course content and increases learners' motivation (Benson & Samarawickrema, 2009). In summary, learning satisfaction is a multifaceted set of feelings and attitudes that encompasses aspects of motivation, desire, and achievement. Interaction in online learning, as a key component, promotes both teacher-student communication and interaction and enhances learners' understanding and application of course content while increasing learners' motivation and satisfaction.

2.6.2 Factors Affecting Students' Satisfaction with English Learning

There are many studies by researchers about students' satisfaction with English learning and its influencing factors. Wu, Zhang, and Guo (2018) found through a questionnaire that 92.6% of learners considered learning English very important and necessary and approved and supported the English learning courses, and 47.8% of learners considered interest as the main factor influencing satisfaction with learning English. Guo (2007) found that teachers' strength, teaching conditions, language environment, and hardware facilities were all important factors affecting students' satisfaction with learning English, with teachers' strength and language environment being the two most critical factors according to students. Taking an online course as an example, Hu (2013) explored the influence brought by individual and group characteristics of learners in distance education on the differences in English learning satisfaction. The results found that factors such as social presence, learning attitude, study time, learning style and in-group atmosphere brought significant effects on English learning satisfaction. Xu and Wei (2018) found that students were more satisfied with online English learning than offline English learning through a survey of college students taking "Advanced English" online courses. Li and Zhang (2019) concluded through structural equation modeling of the factors influencing English learning satisfaction that teaching assistant behavior and teaching ability are the most basic factors affecting students' English learning satisfaction. Sun (2014) investigated and summarized four teaching methods that can effectively improve students' English learning satisfaction, including experiential teaching, such as taking students out to experience English culture; follow-up teaching, such as

tracking students' learning tasks and receiving regular feedback from them; responsibility teaching, such as setting learning goals with students or making students' learning tasks their own responsibility; and fun teaching, such as making students' learning tasks become their own responsibility. Fun teaching, such as introducing learning in interesting topics or creating a fun learning environment. From the above studies, it can be seen that there are many factors that influence students' satisfaction with learning English, including learning style (online or offline, group or individual), motivation, learning atmosphere, learning attitude, and learning style. Different learners have different perceptions of the factors affecting their English learning satisfaction, and the improvement of a single influencing factor can hardly bring about an overall improvement in students' learning satisfaction, so a comprehensive coordination of multiple dimensions is needed to jointly improve students' English learning satisfaction in English learning.

2.7 Related Research and Studies

2.7.1 Relevant Domestic research and Studies

As a product of device and technology development, smartphones and mobile learning apps have rapidly gained popularity since their introduction.

It is popular among all kinds of learners. Based on this, the application of APPs in English learning has been one of the hot research topics in mobile language learning in China in recent years. As research continues, researchers have begun to focus not only on the learning effects of this language learning approach, but also on the APPs themselves, and have conducted various forms of research.

Song and Lina (2015) adopted the three elements of CALL (Computer Assisted Language Learning) proposed by Zheng Li in 2004. The evaluation system of three English listening and speaking APPs, English Fluency, Youdao Speaking Master, and Aka Micro Speaking, was evaluated in a tiered manner. We evaluated and compared the three APPs, tried to find out the strengths and weaknesses of the three

APPs, and gave suggestions for improvement related to APP design by combining the comparison results.

Lien, Wu, and Peng (2017) used 101 non-English majors in their first year at a university in Xiamen as an example. It investigated whether using an English listening and speaking app for English teaching could alleviate students' learning difficulties, anxiety and the effect of alleviation. The empirical study and survey analysis found that: compared to traditional classroom teaching. Compared to the learning method, using the APP for English speaking instruction helps to alleviate students' anxiety in speaking learning.

From the perspective of psycholinguistic phonological production and comprehension, Liu (2018) used sophomore students in schools nationwide as the research subjects and found that: the advantages of using APP for independent learning in English listening and speaking classes in the online environment are obvious, but there is a lack of effective learning strategies in the independent learning process; the feedback mechanism and interactivity within APP are deficient, and the internal environment of APP needs to be optimized.

Chen (2016) used the social interaction theory and affective filtering hypothesis in second language acquisition theory as the theoretical basis and Smith and Ragan's (2004) seven dimensions of computerized learning content assessment as evaluation dimensions: content quality, consistency of language skill instruction, feedback and learner self-correction, motivation, usability, customization, and sharing. The seven English learning APPs with the highest overall ratings and downloads on the APP Store and Google Play: Multi-Neighbor, English Fluency, Model Words, Youdao Dictionary, Voicetube, Speak English, and BrainPop Featured Movie were ranked and scored, and then found that no single APP met all of the language learning needs of adult English learners.

Based on second language acquisition theory, design theory and constructivist learning theory, Lu (2019) tried to establish an evaluation index system of English learning APPs used by college students. Using Delphi method and hierarchical analysis, this study finally established an evaluation index system of English learning APPs used by college students, containing 5 primary indicators and 26 secondary indicators, and selected 8 English learning APPs with high popularity in app stores, and compared and verified the validity of this evaluation system using both the index system evaluation method and the user evaluation scoring method.

From the perspective of user experience, Zhang (2019) used content analysis, Delphi method and questionnaire method to construct a mobile learning APP evaluation index system containing 5 primary indicators and 28 secondary indicators based on D-S evidence theory, which is free from the traditional evaluation index system and model that focuses on APP mostly from the researcher's perspective and ignores the user's perspective, and has certain scientificity.

Yu (2017) attempted to investigate English learning APPs through questionnaires and laboratory studies. the usability of these APPs was studied. The three APPs, Hundred Words, HJ Happy Word Field, and ZhiMi Word Memorization, were used as the subjects of the study. The research object was to evaluate the usability of the APPs through a laboratory study combined with a survey study. comparing the usability differences of these three APPs, it was found that the usability of Hundred Words was better than the other two APPs.

Cheng, Gao, and Yu (2014) attempted to construct an evaluation model for mobile learning resources based on 1000 real user reviews and content analysis of 40 top-ranked learning apps in the Apple Store. The final evaluation model contained eight main evaluation metrics: overall learning experience and consistency, internal content quality, quantity and granularity of content, interaction design (including human-computer and social interactions), accessibility, media performance, learning assessment and feedback, and contextual adaptation and personalization. The study found in the course of the research.

The high percentage of negative user comments on HCI indicates that HCI is the main concern of users and APPs. Developers need to focus on the direction of research and improvement. And although social interaction is less of a concern for users, relatively speaking, APP with excellent design is very popular among users. The study also points out that even the top-ranked APP interaction design has a lot of room for improvement (the proportion of positive evaluation is low).

The above status of domestic research shows that: with the rapid development and popularity of mobile learning APPs and English learning APPs, related research has received more and more attention from domestic researchers. Some researchers have started to focus on the design situation within APPs and conduct empirical and theoretical studies through various research methods, aiming to optimize APPs.

2.7.2 Relevant Foreign research and Studies

Foreign research on mobile learning is earlier than that in China. According to the results of literature reading, the research on combining mobile learning with English learning, especially the research on using language learning app for English learning, has started mainly in the past five or six years, showing an upward trend.

Villar (2012) synthesized her experience in designing E-learning instruction and case studies of some mobile learning apps on the iPad to design a mobile learning app evaluation scale that includes seven dimensions: content, personalization, feedback, higher-order thinking skill, ease of use and technical performance, interactivity and immersion, and social interaction. The interaction dimension in her scale refers to human-computer interaction and exists independently of the social interaction dimension. Her proposed social interaction dimension refers to the ease with which learners can communicate and share information and findings with other learners while using the app.

Cristina, Pilar, and Jorge (2014) conducted a four-stage study to assess the educational value of English learning APPs, comparing the educational value and technical aspects of some highly rated English listening and listening APPs. The APP scale used was based on the Common European Framework of Reference for Languages (CEFR) and included ten dimensions, including cognitive value, consistency of learning content, quality of learning content, interactivity and applicability, and interface design and layout. The results of the study showed that the connotations of the technical dimensions of ELL software were not closely related to its applicability to English language learning.

McMinn and Li (2014) conducted an empirical study on how three ELL APPs (Explain Everything, iMovie, and gFlash Pro) enhance the interaction between teachers, students, and language learning content, based on the perspective of constructivist theory. The results found that there was a statistically significant increase in the interaction between teachers, students, and learning content when using ELL APPs for learning.

Garnes-Tarazona (2018) conducted a comparative study of three highly ranked and rated comprehensive English learning APPs: Duolingo, Babel, and Busuu. The study was based on social constructivist theory and combined with the researcher's personal experience of using these three APPs, analyzed the strengths and weaknesses of the compared APPs and the social interactivity of each APP in the language learning. The study also tried to find out which language learning theories these apps were designed based on, and to compare which of the three apps had the most social interaction in the language learning process from the perspective of social constructivist theory. The results of the study found that the current learning activity design theories of language learning APPs are still dominated by behaviorist theories, and Busuu is the most socially interactive APP among these three APPs.

Mirri (2017), based on the ILOCALAPP project (APP Development and Design), found through nearly one and a half months of research from the perspective of foreign language learning APP design and development that the six areas that users

of foreign language (English) learning APPs are more concerned about are: content organization, usability, frequency of use, interface design, culturally relevant areas, and interactivity of the APP.

Rosell-Aguilar (2017) made a more detailed classification of current language learning APPs on the basis of existing research on language learning APPs, and also proposed the authors' own four major dimensions of language learning APP evaluation: technology, teaching, user experience, and language learning, based on the previous APP evaluation scales, and made a more detailed The definition and division of each dimension.

It can be seen that currently foreign countries also pay more attention to the internal design of mobile learning APPs and English learning APPs. Some researchers have proposed evaluation dimensions of English learning APPs, but the related studies are more theoretical and mainly focus on the development of evaluation tools, lacking more in-depth evaluation practices for specific APPs, and the forms and methods of the studies still have some limitations.

To sum up, in the context of English learning APPs in full swing, researchers at home and abroad have paid more attention to the quality and internal design of these APPs and conducted a series of related studies. However, among the existing studies, relatively few have conducted in-depth research on the design of certain types of English learning APPs based on specific language learning theories. Therefore, in view of the importance of "interaction" in the process of English listening and speaking learning and the specificity of using English listening and speaking APPs as a way of learning, the author attempts to conduct a more comprehensive and in-depth study on the design of the interaction function of English listening and speaking APPs from the perspective of social constructivist theories related to language learning, combined with usability theories related to human-computer interaction design, in the hope of improving the design of such APPs Theoretical Suggestion.

CHAPTER 3

RESEARCH METHODOLOGY

The purposes of this study were to 1) improve the first-year secondary vocational Chinese students' English listening skill through the application of English and PBL and 2) examine the first-year secondary vocational Chinese students' satisfaction towards the application of English and PBL in learning English listening skill. In this chapter, the researcher described the methodology of the study. It included the research design, population and sample, research instruments, data collection procedures, data analysis, and finally, ethical considerations of the study as follow.

3.1 Research Design

The study was designed to answer the research questions and address the research hypothesis below:

Research questions:

- 1) Would the first-year secondary vocational Chinese students' English listening skill be improved through the application of English Fun Dubbing and PBL?
- 2) What would be the first-year secondary vocational Chinese students' satisfaction towards the application of English Fun Dubbing and PBL in learning English listening skill?

Research Hypothesis:

- 1) The first-year secondary vocational Chinese students' English listening skill would be improved through the application of English and PBL.
- 2) The first-year secondary vocational Chinese students' satisfaction towards the application of English and PBL in learning English listening skill will be in a high level.

3.1.1 Conceptual Framework

The independent variable in this study was the application of the English FUN DUBBING APP and PBL whereas the dependent variables included the students' English listening skill as well as their satisfaction towards learning English listening skill. This study was conducted with 30 students in a vocational school in China, aiming to explore whether their English proficiency had significantly improved through the use of the English Fun Dubbing APP and PBL, and to explore their satisfaction with the English Fun Dubbing APP and PBL during the process of learning English listening through a questionnaire survey. The illustration of the conceptual framework of the study is given below:

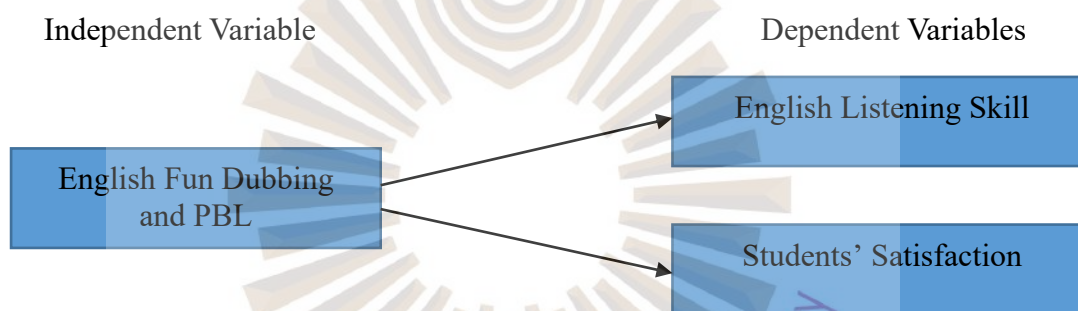


Figure 3.1 Independent Variable and Dependent Variables

1) Teaching Design of "English Fun Dubbing" APP

When using the English Fun Dubbing Mobile App, instruction was apparently organized according to the course objectives. It would not deviate from the learning content of the textbook. The learning materials used in schools in this study were different from other schools; the learning materials for the grade level selected in the study were based on the Basic English courses of the school setting. The experimental arrangement was created from the school textbook (English: Basic Module-1, edited by the Institute of Textbook Development, Higher Education Press, 1st edition, August 2021). These materials had been approved by the school authority.

(National Vocational Education Planning Textbook "The Fourteenth Five-Year Plan")

Textbooks for public foundation courses in secondary vocational schools were published by the Institute of Textbook Development, Higher Education Publishing House Beijing Higher Education Press, 2021.8 (reprinted 2022.5).

Table 3.1 Teaching Content

	Textbook Topics	Related voiceover learning videos
	Personal and Family Life	Album. The Simpsons" S30E12 All rights reserved. Matt Grenin Video. An enviable family life
	Transportation	Album. Shelton Jr. S0E06 All rights reserved. CBS Video. Happy family outing
	Shopping	All rights reserved. Fan Bingbing Uploaded by Lina Rant Video. Beauty bloggers recommend goodies: How to remove makeup for beautiful people
	School Life	Album. Lego Batman Movie All rights reserved. Chris McKay Video. Life Lessons from Batman
	Celebration	Album. Little Sheldon Season 4 01 Copyright Jafar Mahmoud Uploaded by Eternal Elane Video. Graduation ceremony is a big day for the kids
	Food & Beverage	Album. Swamp Thing Season 1 07 Uploaded by Chihiro All rights reserved. DC Films, Inc. Video. Maria's pots and pans
	Internet	Copyright: Godfrey Cinthol Uploaded by: little glutinous rice Video: Life after leaving the Internet

Table 3.1 Teaching Content (Cont.)

	Textbook Topics	Related voiceover learning videos
	People and Events	Album. Forbidden City 100 Upload: Always with me All rights reserved. China International Television Corporation Video. The vast space of ancient architecture was a symbol of the unlimited power of the ancient emperors

2) PBL Teaching Planning

In this study, in order to understand the impact of PBL teaching on students, a simple test was first conducted to understand the basic situation of students so that the groups would be reasonably assigned according to students' willingness and the test, after which PBL teaching was carried out and students were tested after each class to understand the students' learning in PBL teaching mode in real time. The specific teaching plan is shown in the following table.

Table 3.2 Teaching Plan

Course Plan	Subjects	PBL Teaching Method
Testing	Pre-testing	Through the test, we can roughly understand the basic situation of students, according to the students' wishes and students' test, teachers can reasonably divide students into study groups
Lesson 1	Personal and Family Life	Interesting DUBBING and PBL. how to discuss family life with others.
Testing	Collective Exhibitions	Each learning group chooses a different angle of entry and presents it in a different way.

Table 3.2 Teaching Plan (Cont.)

Course Plan	Subjects	PBL Teaching Method
Lesson 2	Transportation	Interesting DUBBING and PBL. How to communicate with friends about travel plans.
Testing	Collective Exhibitions	Each learning group chooses a different angle of entry and presents it in a different way.
Lesson 3	Shopping	Fun Dubbing and PBL. How to promote your favorite items to your friends.
Testing	Collective Exhibitions	Each learning group chooses a different angle of entry and presents it in a different way.
Lesson 4	School Life	The fun of Durbin and PBL. How to introduce the school schedule to new students.
Testing	Collective Exhibitions	Each learning group chooses a different angle of entry and presents it in a different way.
Lesson 5	Celebration	Fun Dubbing and PBL. How to invite friends to your graduation ceremony.
Testing	Collective Exhibitions	Each learning group chooses a different angle of entry and presents it in a different way.
Lesson 6	Food & Beverage	Fun Dubbing and PBL. If you have a foreign friend visiting, you need to choose a suitable restaurant that caters to his preferences while reflecting Chinese culture.

Table 3.2 Teaching Plan (Cont.)

Course Plan	Subjects	PBL Teaching Method
Testing	Collective Exhibitions	Each learning group chooses a different angle of entry and presents it in a different way.
Lesson 7	Internet	Interesting DUBBING and PBL. how to use the Internet in a healthy way.
Testing	Collective Exhibitions	Each learning group chooses a different angle of entry and presents it in a different way.
Lesson 8	People and Events	FUN DUBBING APP and PBL. how to talk with friends about our great inventions or buildings.
Testing	Group Performance	Each learning group chooses a different angle of entry and presents it in a different way.
Testing	Post-testing	Compare pretests, observe students' learning progress, collect data on all aspects, and conclude with a summary.

3.2 Population and Sample

Table 3.3 Sample

Some experimental schools	Matching Tucket Book	Textbook-related information
**Vocational Technical School, Yunnan Province, China	English Foundation Module 1	Editors-in-chief: Zhao Wen and Wang Dechen Version: 2021.08 Version 1 Printed: 2021.09, second edition Higher Education Press, Institute for Educational Development, Ed.

3.2.1 Population

This study included the population of 5000 first-year students from a vocational school in Yunnan Province, China. These students were approximately 18 to 20 years old and had different genders and English proficiency.

3.2.2 Sample

Using a cluster random sampling method, the researcher selected 30 students from the first grade. The students in this class had mixed genders and the varying levels of English proficiency.

3.3 Research Methods and Tools

3.3.1 Research Methodology

In this study, quantitative research methods were applied to measure Chinese students' performance and the use of English Fun Dubbing to increase their interest in learning to listen to English. Three research methods were used in this study.

1) Literature Research Methods

The literature research method was a method of collecting, identifying and organizing literature to develop a scientific understanding of facts through the study of literature. It was a convenient, free and safe method of investigation, and it helped save time, money and efficiency. In this study, the literature was collected in two ways. First, relevant monographs and paper-based literature were obtained through the college library to keep abreast of the latest developments in project-based learning. Second, electronic literature was retrieved through the China Knowledge Network and Wanfang Data Platform. Through analyzing and organizing a large amount of literature, it was possible to gain an in-depth understanding of relevant research results at home and abroad, and sort out the definition, connotation, characteristics, theoretical basis, teaching methods, and evaluation methods of project-based learning by scholars at home and abroad. After

fully analyzing the classic cases at home and abroad, their advantages and shortcomings were summarized, and laid a solid theoretical foundation for effective practical research and project design.

2) Questionnaire Method

Based on the integration of related literature and theories, this study used the previously designed Questionnaire Analysis of Secondary School Students' Interest in English Learning, the Student Self-Regulated Learning Strategies Scale, and the Questionnaire of Secondary School Students' Independent Learning Ability in English. These questionnaires were developed using SPSS for analysis. To simply put, the results of the questionnaires were analyzed using SPSS in order to compare the differences between the sample classes after the treatment and to determine the impact of the "Fun Dubbing" application on students' learning satisfaction. This paper presented a comprehensive overview of the impact of the "Fun Dubbing" app on the teaching of English in the participating vocational schools, thus confirming the feasibility and necessity of this study.

3.3.2 Research Tools

The treatment of this study lasted for 4 weeks, with 2 class period per week devoted to classroom instruction and at least 7 class periods per week, averaging 1 hour per day. Quantitative research tools were used, mainly consisting of pre- and post-experimental listening level tests and questionnaires.

1) English Listening Skill Test

An English listening skill was administered to the sample before and after the intervention to measure improvements in students' English listening performance after using the English FUN DUBBING APP. The test included questions covered in eight course scenarios, and participants were asked 20 questions on eight main topics. The pre- and post-intervention test questions were comparable. All questions were themed, carefully curated from the English FUN DUBBING APP, and correspond to their usual English classes.

2) Questionnaire

The researcher administered three parts of questionnaire with the students; the first two parts of the questionnaires were designed to test the improvement of students' listening skill before and after PBL instruction with Fun Dubbing Application. The third questionnaire was designed to investigate students' satisfaction of the intervention instruction and their satisfaction in learning. The questionnaire included ten areas including enjoyment, teaching style, teaching effectiveness, interest in learning, motivation, learning effectiveness, project theme role, presentation summary role and causing impact. The questionnaire was collected using a five-point Likert scale (1=not at all, 2=not, 3=not sure, 4=mostly, 5=fully) with answers ABCDE from low to high scores of 1, 2, 3, 4, and 5, respectively, and the experiment was conducted using the Statistical Package for Social Sciences SPSS 22.0.

3.4 Validity and Reliability

3.4.1 Validity Analysis

Validity is used to measure the validity and accuracy of the results. The main ways of validity analysis are factor analysis, correlation analysis and other indicators, and in order to test the validity of the study. In this study, IOC validity test was applied to prove the validity, and three experts in education and in English language teaching from China were invited to for the validation.

+ 1: the item clearly matches the stated objectives;

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

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

Moreover, the operative score range domain was from 0.67 to +1. If the item's value was between 0.67 1.00, and this item would be applied as a part of the research instrument. However, if the value was under 0.67, this would be considered unclear and should be rephrased or removed.

In this study, all research instruments were validated with the mean score of +1.

3.4.2 Reliability Analysis

Reliability tests were applied in the study to measure whether the research instruments were reliable for the further study. The researcher conducted a pilot study with other 30 students who were not in a sample group. They were taught for 2 classes by using the lesson plans which were designed specifically for this study.

After completing the pilot classes, these 30 students were asked to do the achievement test and the scores were analyzed for the reliability using KR-20. The average result of the achievement test analysis was 0.99 which was higher than 0.70. This revealed that all test items were reliable to be used on the data collection process.

Afterwards, these 30 students were also asked to respond to the questionnaire which was designed to investigate their learning satisfaction towards the use of Fun Dubbing App and PBL. The responses were collected and analyzed using Cronbach's Alpha. The result interpretation was based on the scales on Table 3.4 below. Remarkably, the results of the questionnaire items were all higher than 0.70, proving that they were reliable to be applied for further use in the study.

Table 3.4 Cronbach's Alpha

Cronbach's Alpha	Internal consistency
$\alpha \geq 0.9$	Excellent
$0.8 \leq \alpha < 0.9$	Good
$0.7 \leq \alpha < 0.8$	Acceptable
$0.6 \leq \alpha < 0.7$	General
$0.5 \leq \alpha < 0.6$	Problematic
$\alpha < 0.5$	Unacceptable

Source: Cronbach, 1990

3.5 Data Collection Procedures

Data collection for this study was divided into two parts, including listening test score data collection (including pre-intervention hearing score and post-intervention hearing test score) and questionnaire survey data collection.

3.5.1 Listening Test Performance Data Collection

Listening tests were divided into pre-intervention tests and post-intervention tests. The pre-intervention and post-intervention tests differed in content but were comparable. The test consisted of 20 questions on 8 topics, and the pre and post intervention tests differ in content but are comparable. Test scores for the pre- and post-intervention tests would be recorded based on the total number of participants, the mean, standard deviation, and standard error of the mean, and presented in tabular form. To compare whether there was a significant difference in test scores before and after the intervention, a paired t-test was conducted and the results were presented in tabular form.

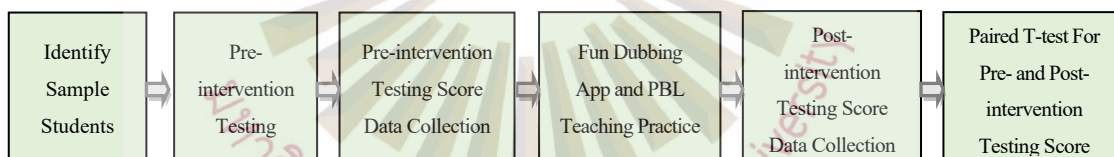


Figure 3.2 Research design of the study

Source: Researcher

3.5.2 Questionnaire Data Collection

Students would be informed of the concept of PBL and the design of the teaching model before the learning practice would begin and completed an 8-week learning practice to ensure the objectivity and authenticity of the collected experimental data. Questionnaires were distributed to 30 tourism majors who participated in the experiment at the vocational school. All questionnaires were collected after completion, and a total of 30 valid questionnaires was returned. The questionnaires were in the form of a five-point Likert scale, and the collected data will

be statistically analyzed using SPSS22.0.

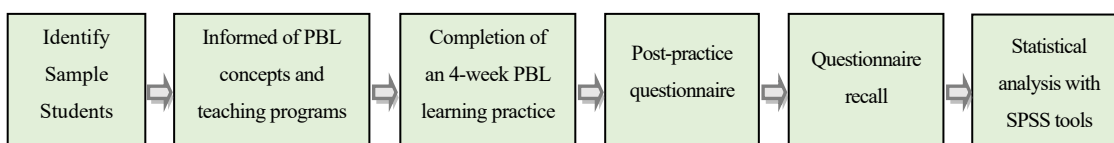


Figure 3.3 Research Collection of Questionnaire Data

Source: Researcher

3.6 Data Analysis

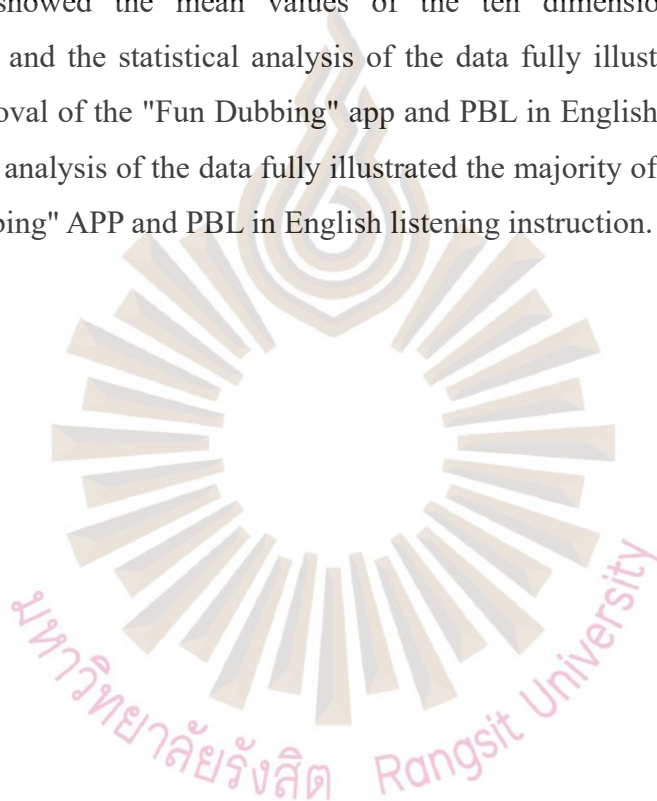
The data analysis of this study included two parts, including the analysis of listening test performance data (including pre-intervention listening performance and post-intervention listening test performance) and the analysis of questionnaire survey data.

3.6.1 Analysis of Listening Test Performance Data

The main purpose of the pre-intervention listening test was to understand the students' English listening and to form a control for the post-intervention listening test. Mean, standard deviation, and standard error of the mean for the 30 students who took the pre-intervention listening test will be applied. The mean, standard deviation, and standard error of the mean are also calculated for the 30 students who took the post-intervention listening test. In order to compare whether there was a significant difference between the students' English listening test scores before and after the study, a paired t-test was conducted. If the results showed that the p-value of the paired t-test was tested at the significance level of 0.01, and if the p-value is less than 0.05, it can be concluded that there was a significant difference between the students' pre-intervention English listening test scores and post-intervention English listening test scores before and after the experiment, which led to the conclusion that the sample students' English listening test scores significantly improved.

3.6.2 Analysis of Listening Test Performance Data

On the Cronbach's Alpha test, the Cronbach's Alpha (α) coefficient of each dimensional subscale of the questionnaire needed to be tested, and the reliability test results needed to be guaranteed >0.6 to indicate high internal consistency and was used for further analysis. Second, the questionnaire format was used in a 5-point Likert scale model, and the collected data were statistically analyzed using SPSS 22.0. The results showed the mean values of the ten dimensions involved in the questionnaire, and the statistical analysis of the data fully illustrated the majority of students' approval of the "Fun Dubbing" app and PBL in English listening instruction. The statistical analysis of the data fully illustrated the majority of students' approval of the "Fun Dubbing" APP and PBL in English listening instruction.



CHAPTER 4

ANALYSIS AND DISCUSSION OF THE RESULTS

This research examined the application of project-based learning from both theoretical and practical aspects. The theoretical study analyzed the connotation and rich characteristics of the project-based learning method, established the theoretical basis of project-based learning, and designed the teaching content; the practical study content, using English Fun Dubbing APP and PBL in the application of English listening skill of middle school Chinese students, in the teaching process through some questionnaires and comprehensive evaluation, and statistical analysis of the survey results, basically tested the PBL teaching method. The effect of the PBL teaching method achieved the expected goal. The findings of the data are presented in the following order:

- 4.1 Analysis of English listening Pre-test and Post-test Scores
- 4.2 Analysis of Questionnaire

4.1 Analysis of English listening Pretest and Posttest Scores

This paper demonstrated the results of a research objectives that explored how first grade Chinese students improved their English listening skill through English Fun Dubbing App and PBL. The results were derived from pretests and posttests, and the assessment was conducted by 2 assessors in order to avoid errors and bias. The pretest and posttest results of paired sample groups were used. Means, standard deviations and inferential statistics were compared using $P < 0.5$ as the criterion of significance.

4.1.1 Analysis of Sample Group Achievement Test

The analysis result of the achievement test is shown on Table 4.1 below. The pretest mean score was 60.00 with a standard deviation of 66.02 whereas the posttest

mean score was 67.10 with a standard deviation of 5.38. The posttest mean increased by 7.10 differences when being compared with the pretest one. The significant value (P) obtained was .01, which was less than .05 ($P < .05$). There showed a statistically significant increase in the posttest scores as compared to the pre-test ones. Table 4.1 below shows the pretest and posttest mean scores and the significant value.

Table 4.1 One Sample T-Test

One Sample T-Test						
	N	Mean	Std. Deviation	Mean Difference	t	Sig.
Pretest	30	60.00	3.73	7.10	-9.082	.01*
Posttest	30	67.10	5.38			

P value \leq .05

4.1.2 Comparison of Pretest and Posttest Scores of the Sample Group

Table 4.2 below shows the pretest and posttest scores of the sample group. The highest score in the pretest was 67 (out of a total of 90), while the lowest score was 51. The posttest scores increased significantly, with one participant receiving the highest score of 80 out of 90, and the one participant receiving the lowest score of 56 out of 90. In general, all 30 students achieved significant improvement in the posttest, with scoring gaps ranging from 1 to 23 points. Table 4.2 below shows the pretest and posttest scores, score increases, and percentage differences among participants.

Table 4.2 Pretest & Posttest scores of the sample group

Student ID	Pretest Scores (Full Score=90)	Posttest Scores (Full Score=90)	Increase in test Scores	Difference ($\times 100$)
1	62	63	1	1.61
2	65	70	5	7.69
3	57	70	13	22.81
4	61	63	2	3.28

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

Student ID	Pretest Scores (Full Score=90)	Posttest Scores (Full Score=90)	Increase in test Scores	Difference ($\times 100$)
5	62	64	2	3.23
6	65	66	1	1.54
7	61	70	9	14.75
8	61	62	1	1.64
9	57	80	23	40.35
10	57	59	2	3.51
11	65	67	2	3.08
12	63	70	7	11.11
13	55	62	7	12.73
14	60	70	10	16.67
15	61	63	2	3.28
16	59	60	1	1.69
17	57	70	13	22.81
18	53	64	11	20.75
19	58	70	12	20.69
20	60	70	10	16.67
21	60	70	10	16.67
22	62	70	8	12.90
23	64	70	6	9.38
24	51	70	19	37.25
25	63	80	17	26.98
26	67	69	2	2.99
27	58	62	4	6.90
28	59	69	10	16.95
29	55	56	1	1.82
30	62	64	2	3.23

By comparing the students' pre-test and post-test scores, the results showed that the posttest scores of all 30 participants were greater than their pretest scores. In short, all students significantly improved after using PBL and English Fun Dubbing in their English courses.

4.1.3 Pretest and Posttest Comparison

Figure 4.1 below shows the 30 students' pretest and posttest scores. As shown in the figure, the blue bar represents the pretest scores, and the orange bar represents the posttest scores. It can be seen that all students improved their scores in the post test, indicating that PBL and English fun dubbing in their English courses helped improve their English listening skill.

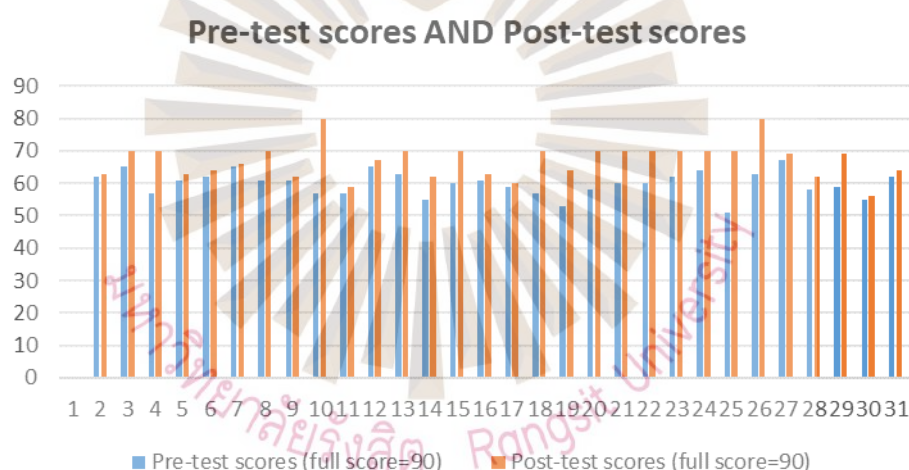


Figure 4.1 Graphical representation of students' pretest and posttest scores

In addition, Figure 4.2 shows the methods of pretesting and posttesting. The average scores were 60 and 67.1, respectively. Undoubtedly, the average score of the posttest was higher than the average score of the pretest. Compared to the pretest score, the posttest score increased by 7.10 points. Therefore, it can be concluded that each student made progress in the posttest and achieved the better grades after using PBL and English Fun Dubbing in their English courses.

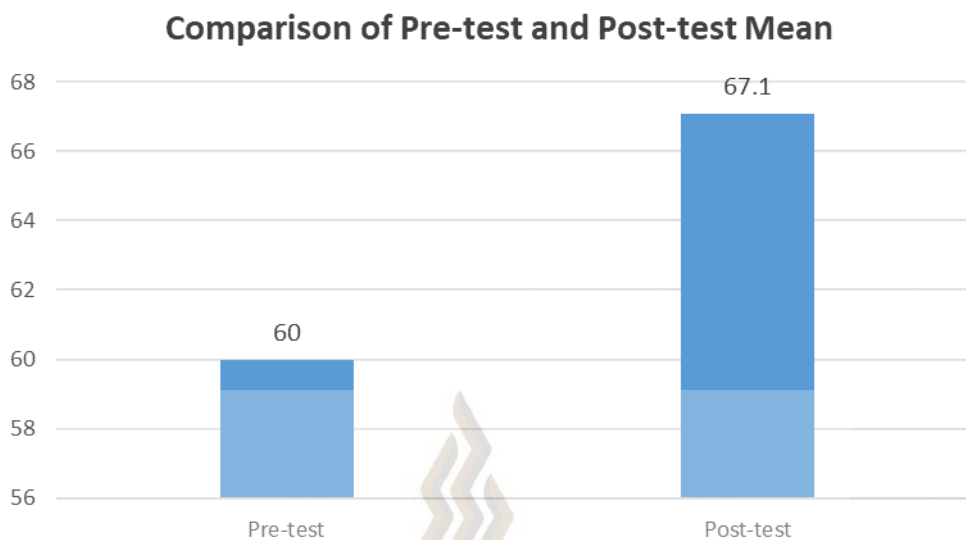


Figure 4.2 Comparison of pretest and posttest mean

4.2 Analysis of Questionnaire

The questionnaire was also distributed to 30 students after the treatment was completed. This questionnaire was designed to investigate students' the learning satisfaction.

In order to collect quantitative data on the students' learning satisfaction with the use of PBL and English Fun Dubbing in the English classroom, a 5-point Likert scale was used, with 5=strongly agree, 4=agree, 3=neutral, 2=disagree, and 1=strongly disagree, respectively. According to the mean interpretation, 4.21-5.00 was the highest level, 3.41-4.20 was the high level, 2.61-3.40 was the moderate level, 1.81-2.60 was the low level, and 1.00-1.80 was the lowest level.

The questionnaire with a total of 15 items was divided into three sections. It was divided into the following three parts as follows.

Part A: Interest and Motivation.

Part B: Engagement.

Part C: Effectiveness of PBL teaching methods.

Table 4.3 below shows the mean score and standard deviation of students' satisfaction with Part A, interest and motivation. Item 5, "By using English fun dubbing apps and PBL, classroom activities become lively and interesting" had the highest average score of 4.45, in the five-point Likert scale within the average scores of the "highest" level. Although the average score of item 4, "By using English fun dubbing apps and PBL, students had the higher enthusiasm for learning English than before" ($\bar{x}=4.02$) was relatively low, the interpretation of the mean score showed that students' perceptions of Part A of the questionnaire, interest and motivation, were still at the "highest" level ($\bar{x}=4.22$).

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

Part A- Interest and Motivation	Mean	SD	Interpretation
Using the fun English dubbing app and PBL, the entire learning process is full of fun	4.32	0.528	Highest
By using English fun dubbing apps and PBL, the entire learning becomes more meaningful	4.1	0.511	High
After using the English fun dubbing app and PBL, my confidence in English listening has become stronger than before	4.22	0.682	Highest
By using English fun dubbing apps and PBL, students have a higher enthusiasm for learning English than before	4.02	0.901	High
By using English fun dubbing apps and PBL, classroom activities become lively and interesting	4.45	0.247	Highest
Average	4.22	0.5738	Highest

Table 4.4 below shows the mean score and standard deviation of students' scores for Part B, engagement. According to the data, item 2, "After using the English FUN DUBBING APP and PBL, the motivation to complete group assignments was at the highest average score of 4.70. Item 3, "In the process of learning English listening skills, group cooperative learning is necessary" obtained the lowest average score of 3.98. However, considering the overall average score was 4.26, it was still at the "highest" range.

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

Part B- Engagement	Mean	SD	Interpretation
After using the English FUN DUBBING APP and PBL, I will be more proactive in expressing my opinions in the group	4.15	0.615	Highest
After using the English FUN DUBBING APP and PBL, the motivation to complete group assignments is higher	4.7	0.421	Highest
In the process of learning English listening skills, group cooperative learning is necessary	3.98	0.243	High
After using the FUN DUBBING APP and PBL in English, it is more respectful of the collective discussion results	4.12	0.147	High
After using the English FUN DUBBING APP and PBL, I am more obedient to classroom arrangements	4.34	0.791	Highest
Average	4.26	0.4434	Highest

Table 4.5 below shows the mean score and standard deviation of students' responses to Part C, Effectiveness of PBL teaching methods. According to the data, the majority of students believed that the PBL and English fun dubbing was helpful to improve their English vocabulary skill. Item 2, "By using the English fun dubbing app and PBL, my collaboration ability had been significantly improved" had the highest average score of 4.37. Item 4, "After using the English fun dubbing app and PBL, my classroom participation had significantly improved" had the lowest average score of 4.07. In terms of the overall mean score was 4.24, it was still at the "highest" level. Based on this, it could be concluded that using PBL and English fun dubbing improved students' English vocabulary skill achievement.

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

Part C- Effectiveness of PBL teaching methods	Mean	SD	Interpretation
After using the English fun dubbing app and PBL, my English listening level has significantly improved	4.32	0.515	Highest
By using the English fun dubbing app and PBL, my collaboration ability has been significantly improved	4.48	0.321	Highest
After using the fun English dubbing app and PBL, my self-learning ability has significantly improved	4.14	0.203	High
After using the English fun dubbing app and PBL, my classroom participation has significantly improved	4.09	0.149	High

Table 4.5 Mean and Standard Deviation: Part C (N=30) (Cont.)

Part C- Effectiveness of PBL teaching methods	Mean	SD	Interpretation
After using the English fun dubbing app and PBL, my English listening scores have significantly improved	4.19	0.891	High
Average	4.24	0.4158	Highest

Finally, as mentioned above, among the three parts, Part B had the highest mean score of 4.258 with a standard deviation of 0.4434. In contrast, Parts A and C had relatively lower mean scores of 4.22 and 4.244, with standard deviations of 0.5738 and 0.4158, respectively. Nevertheless, considering the overall mean score was 4.2407, the researcher was convinced that the students had a positive satisfaction with using English Fun Dubbing and PBL in their English listening learning.



CHAPTER 5

CONCLUSION

This chapter presents the summary of the study and the details are presented in the following order:

- 5.1 Conclusion
- 5.2 Discussion
- 5.3 Recommendations

5.1 Conclusion

The two research objectives were stated for this study:

To improve the first-year secondary vocational Chinese students' English listening skill through the application of English Fun Dubbing and PBL.

To examine the first-year secondary vocational Chinese students' satisfaction towards the application of English Fun Dubbing and PBL in learning English listening skill.

In this study, quantitative qualitative methods were used to administer pretests, posttests and questionnaire with the first year students in Yunnan Province, China. The data obtained were then evaluated and the following results were obtained.

5.1.1 The Result of Pretest and Posttest Data Analysis

The first purpose of this study was to compare the English listening levels of first grade students in Yunnan Province before and after using PBL and English Fun Dubbing. The purpose of this study was to use PBL and English Fun Dubbing to help first grade students improve their English listening skills. The pretest data and posttest data were then used to compare the differences in learning achievement between the

sample groups. The results of the outcome test are as follows.

The combination of PBL and English fun dubbing significantly improved students' English listening skill, as they stimulated their interest in learning, provided authentic contexts, enabled multi-sensory participation, and conducted phonetic training, thereby cultivating their attention and comprehension abilities. Through interesting dubbing activities, students were more actively engaged in learning, adapting to the phonetic characteristics of English, improving pronunciation accuracy, and strengthening their memory and understanding of listening information while solving problems.

1) The statistical analysis of the paired sample T-test of scores showed that the mean score of the posttest (67.10) was higher than that of the pretest (60.00), and the mean difference was (7.10). The standard deviations of the pretest and posttest in the sample group were 3.73 and 5.38, respectively. The average score in the posttest was higher than that in the pretest. According to the results of the posttest, the PBL and English fun dubbing had a positive effect on improving English vocabulary skill.

2) The highest score was 67 points and the lowest score was 51 points in the pretest, while the highest score was 80 points and the lowest score was 56 points in the posttest. From these differences between pretest and posttest scores, it could be concluded that the highest score in the posttest was 13 points higher than the score in the pretest. The lowest score in the posttest was 5 points higher than the score in the pretest.

3) Most of the participants, 57 out of 90, scored 65 or higher out of a total of 90 points in the posttest. Nevertheless, in the pretest, only 3 participants scored 65 or higher out of 90 points.

4) All 30 participants scored higher in the posttest than in the pretest. The improvement in scores was between 1 and 13 points.

The above quantitative data analysis clearly indicated the progress made by all students in the posttest. Accordingly, the results of this study clearly demonstrated that the application of English Fun Dubbing and PBL effectively improved the first-

year secondary vocational Chinese students' English listening skill.

5.2 Discussion

As mentioned above, this study found two key findings. The first finding showed that by using English and PBL, the English listening skill of first-year vocational school students was improved. The second finding was that first-year students in Chinese vocational schools exhibited a high level of satisfaction with using English and PBL to learn English listening skill. The following discussion clearly described these findings in detail and explained how they addressed the research questions provided by this study.

5.2.1 Student English listening test scores

The results indicated that using "English Fun Dubbing" and "PBL" in English listening significantly improved students' listening test scores. The results of this study were also very promising, with 22 out of 30 participants scoring 64 out of 90 in the post test. The average score of the posttest ($\bar{x}=60$) was 7.10 points higher than the average score of the pretest ($\bar{x}=67.1$).

In addition, there were significant differences in the grades of some students. The student's pre-test score was 15 points, and the posttest score was 24 points, an increase of 9 points. There was a significant gap in the progress level of different classmates, and what were the reasons behind it? For all students, English fun dubbing and PBL were relatively the new teaching methods. For them, the speed of accepting new teaching methods varies, so the progress of students would also be different. At the same time, each student's English listening level and ability were different, their improved scores also vary. For students with a good foundation in English listening, their grades were already relatively high, so there was a limited room for the improvement. For the students with poor skill, as long as they focused and thought actively, they regularly had a lot of room for improvement. Therefore, after using English Fun Dubbing and PBL for English listening teaching, each student's level of progress also varied.

Using English interesting dubbing and PBL improved the students' listening skill from the perspective of interest. For example, in the classroom, students were invited to do the interesting dubbing of English movies or cartoons. This not only made learning more interesting, but also allowed the students to be immersed in a real language environment, thereby improving their listening comprehension. In addition, through PBL, students solved the practical problems in groups, such as simulating a foreign travel scenario. This kind of hands-on activity truly stimulated students' interest and made them more actively listen and communicate, thus enhancing their listening ability.

Overall, the improvement in student performance indicated that the use of English Fun Dubbing and PBL teaching method exhibited a positive impact on students' listening skill. Therefore, all the above findings provided the reliable answer to the first research question.

5.2.2 Students' Satisfaction

In order to collect the quantitative data on student satisfaction with English Fun Dubbing and PBL in English listening learning, a five point Likert scale was used, where 1=strongly disagree, 2=disagree, 3=neutral, 4=agree, and 5=strongly agree. In this study, the questionnaire survey consisted of 15 items. Part A was about interests and motivation, Part B was about participation, and Part C was about the effectiveness of mind maps and game teaching methods for student learning. The questionnaire was distributed to all 30 (N=30) study participants and descriptive statistics (mean and standard deviation) were used to analyze the survey results. The average score ranged from 4.21 to 5.00, from 3.41 to 4.20, from 2.61 to 3.40, from 1.81 to 2.60, and from 1.00 to 1.80. The results are as follows:

1) The questionnaire consisted of 15 items, of which 8 items were rated as "highest" level and 7 items were rated as "high" level. None of them were rated as strongly opposed.

2) The descriptive statistical analysis results of the questionnaire indicated that students had a positive satisfaction with using English fun dubbing and

PBL in the process of English listening learning. Most importantly, none of them was rated as strongly oppose but strongly demonstrated the high level of learning satisfaction towards using English Fun Dubbing and PBL in the course.

3) Most students still believed that after using the English Fun Dubbing App and PBL, the motivation to complete group assignments was higher.

The results also indicated that the majority of students believed that using English Fun Dubbing and PBL in English courses was a pleasant learning experience. Most students showed a high level of learning satisfaction towards English Fun Dubbing and PBL as a way of learning English listening. Most of them were willing and enjoyed using English fun dubbing and PBL to learn English listening.

5.3 Recommendations

5.3.1 Recommendations for Implementation

With the combination of information technology and English teaching, mobile learning software has become a supplement to students' learning tools. This study also confirmed that the use of English fun dubbing learning software significantly helped students' English listening, enhanced the students learning interest, improved students' listening learning autonomy and creativity, and fully reflected students' learning mode by combining school and home, in-class and out-of-class. At the same time, the application of English fun dubbing learning software also enhanced the students' awareness of using listening learning interests. Therefore, students were able to make a full use of various computer-assisted learning software to extend their listening learning time, maximize their learning time, realize effective listening learning methods, and explore new and suitable learning methods. However, in the application process, the teacher's role was just only the facilitator who directed the students to use their phones or any kinds of gadgets rationally, helped them to establish a sense of self-discipline and improve the efficiency of self-learning, which in turn would lead to the progress of their overall English language ability.

5.3.2 Recommendations for Future Research

The main shortcomings of this study are as follows.

Firstly, the scope of the study was relatively small due to the limitations and time constraints. The research object was only limited to one class of Chinese students in a secondary vocational school. In the process of the study, although the research data was as accurate as possible, some details were inevitably unclear. In the process of the questionnaire, the researcher was worried that students had some problems filling out the questionnaire. With the better administering such as the use of mother tongue, it was expected that in the process of future research, this study would be expanded in the scope of study such as more subjects to be included and would be conducted in the multi-city, multi-school, and multi-class stages.

Secondly, the scope of the test in this study was small, and only the knowledge of the first book of the first year of the Human Education Version was tested, and only the students' listening learning was tested on the English Fun Dubbing App. In the future, it would be possible to analyze and study the different aspects of English learning with the English Fun Dubbing learning software, not only to study its effects on learning performance and learning interest but also to understand its multidimensional effects on students' learning interests and motivation.

By considering the time of this experiment, the impact of the software must be considered seriously; considering the limited time and teaching level of this experiment, to achieve the maximum and optimal effect of English Fun Dubbing App, it was necessary to put more efforts to conduct long-term follow-up studies, accumulate experience, and improve the teaching level in the process of research.

In addition, although this study applied English Fun Dubbing App to build a bridge between students' in-class and out-of-class learning; the further development of English Fun Dubbing App may be needed to realize the organic combination of the two. This study findings proved that this teaching method would be another alternative and more fruitful teaching and learning method of English listening skill for students, teachers and other stakeholders. Ultimately, the students would yield more effective outcomes and better achievement in English listening skill.

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QUESTIONNAIRE

The questionnaire will be distributed to 30 students of this study. This questionnaire is designed to investigate students' perceptions. The questionnaire will be used for this study only.

Part 1 Demographic Data

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

Age

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

Gender

Male () Female ()

Years of learning English

() 3 years () 4 years () more than 4 years

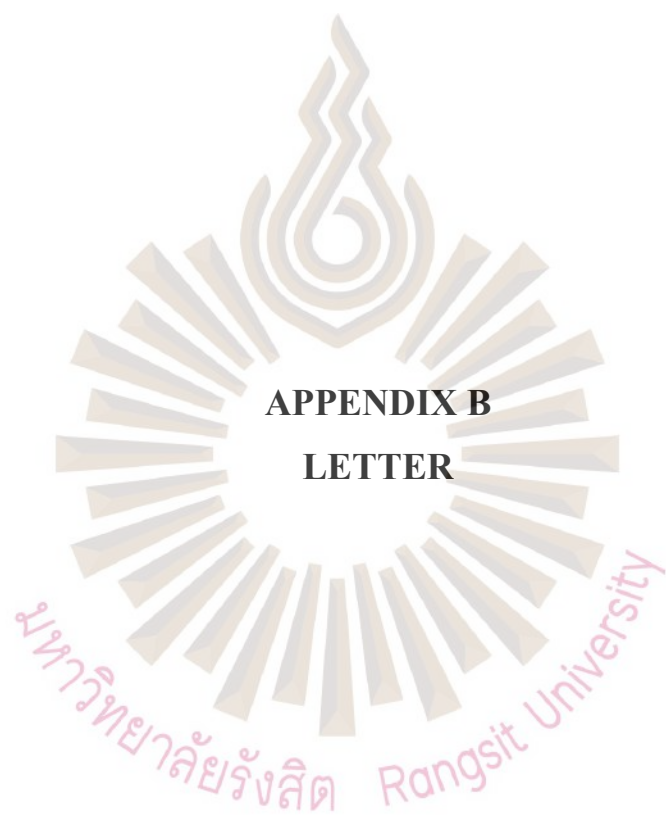


Part 2: Students' Satisfaction

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

Scale						
Strongly Agree (SA)-5 Agree(A)- 4 Neutral (N)-3 Disagree(D)-2 Strongly Disagree (SD)-1						
SI No.	Items	SA 5	A 4	N 3	DA 2	SD 1
PART A: INTEREST & MOTIVATION						
1.	With the use of English FUN DUBBING APP and PBL, the whole learning process is fun					
2.	With the use of English FUN DUBBING APP and PBL, the whole learning becomes more meaningful					
3.	With the use of English FUN DUBBING APP and PBL, my English listening confidence is higher than before					
4.	With the use of English FUN DUBBING APP and PBL, the enthusiasm of learning English learning is higher than before					
5.	With the use of English FUN DUBBING APP and PBL, I've found a effective way to master English listening skill					
PART B: ENGAGEMENT						
6.	All learning arrangements related to English FUN DUBBING APP and PBL are interesting					
7.	All learning arrangements related to English FUN DUBBING APP and PBL are meaningful					
8.	Cooperative group learning is necessary in the process of learning English listening skill					

Scale						
Strongly Agree (SA)-5 Agree(A)- 4 Neutral (N)-3 Disagree(D)-2 Strongly Disagree (SD)-1						
Sl No.	Items	SA 5	A 4	N 3	DA 2	SD 1
9.	All learning arrangements related to English FUN DUBBING APP and PBL help me to learn English listening skill better					
10.	I enjoyed being involved in the classroom arrangements related to English FUN DUBBING APP and PBL					
PART C: EFFICACY OF PBL TEACHING METHOD ON STUDENT LEARNING						
11.	With the use of English FUN DUBBING APP and PBL, my English listening skill has improved significantly					
12.	With the use of English FUN DUBBING APP and PBL, my cooperation capability has improved significantly					
13.	With the use of English FUN DUBBING APP and PBL, my self-directed learning ability has improved significantly					
14.	With the use of English FUN DUBBING APP and PBL, my class participation has improved significantly					
15.	With the use of English FUN DUBBING APP and PBL, my English listening performance has improved significantly					



APPENDIX B
LETTER

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

Research School:

Name: YUE YU **ID:** 6306066

Studying University: Survadhep Teachers College of Rangsit University, Thailand

What is the purpose of the study?

To improve English listening skill of first-year Chinese students in Yunnan province through the application of English Fun Dubbing and PBL

Expected results

There might be an improvement in first-year Chinese students in Yunnan province and students' English listening achievement after using of English Fun Dubbing and PBL.

Outcome

Application of English Fun Dubbing and PBL will yield more effective achievement of first-year Chinese students in Yunnan province

Duration

Four weeks (8 sessions)





APPENDIX C
TEACHING AND LEARNING MATERIALS

Unit 2 Transportation

I. Teaching Objectives.

By the end of this lesson, students will be able to identify information about transportation in simple English and will be able to ask for some information about transportation in English and give hints about some transportation exchange plans. They will be able to make a transportation plan in English for their clients and tell the children about the importance of green transportation. Students will be motivated to learn English.

II. Knowledge and ability.

1. Be proficient in some vocabulary related to traffic focus.

address address

arrival

airport

change of interchange

by cab

commuting time

convenient

shuttle Bus Shuttle Bus

direction

summer Palace

region

special express line

worry about

you are the best you are the best

green environmental

lease

close to

province

underpass

cabs

terminals

visitors

bus stop

get off the bus

2. The teacher organizes students to become proficient in using some dialogues about directional routes.

Ira Baker: Excuse me, can you tell me how to get to Academic Building #2?

Zhang Yuchen: Of course, follow this road and turn right at the school building. Then, turn left at the first turn.

To enable students to answer questions about directed transportation for others.

Business travelers: Excuse me, do you speak English?

Bus Safety: Yes. What can I do for you?

Business traveler: Hmm... I have to go to the train station to take the 15:20 train, is this the right bus?

Bus safety: The bus number is right, but you're going in the wrong direction.

Business traveler: Oh! Maybe I should get off and take another car.

Bus safety: Waiting for a bus may be too long.

Business travelers: How long does it take to take a cab?

Bus safety: no worries. It only takes 10 minutes.

Business travelers: brilliant! And it will be very comfortable. Thank you very much!

Bus Safety: It was a pleasure.

3. Expose students to English culture about location orientation.

When you ask for directions, the answer may vary from place to place.

In China, people usually use "walk east" or "walk west" for directions. The cities in the north are built on plains, which makes it easy, but Tianjin is an exception, where people usually use "walk east" or "walk right", just like people in the south, because many of the main roads run along the river Tha River, which makes it easy to understand. Speaking of attitudes, people from the Midwest, where you might hear "walk" in the U.S., are now getting more used to using map apps to point the way in WorldFi centers.

4. Master the use of imperative sentences (ppt 33 to 36).

There are two types of imperative sentences: affirmative and negative.

1) Common sentence structures for affirmative prayers: Do type: Verb original + object + other. be type: Be + epithet. let type: Let + object + verb original + other. Let + object + verb original + other. Let me help you. Another example: Let's play tennis.

2) Common sentence structures for negative prayers: do type and be type negation: Don't+verb original/be+other. negative form of Let: Don't+let+object+verb original+other. or: Let's+not+verb original+other. negative form of Let type: Don't+let+object+verb original+other: Don't+let+object+verb original+other. e.g.: Don't let him go back. e.g.: No talking.

III. Process and Methodology.

1. Based on the pictures on page 5 of the PPT, the teacher will lead students to match the following transportation-related vocabulary with the elements along the way: subway train, bus lane, shared bike, bus stop, passenger, entrance/exit.

2. According to the picture on page 6 of the PPT, the teacher will organize students to work in small groups and practice giving directions to each other in English.

3. Based on the three scenes given on page 9 of the PPT and the audio recording provided by the teacher, identify the following exercise questions on page 10.

1) Lin Yang is an IT teacher.

2) Ella Baker wants to go to Academic Building #1 first.

3) Lin Yang will go with Ella Baker.

4. Help Ella to complete the route recording according to the PPT on page 10 and the audio recording provided by the teacher.

5. Based on page 17, the teacher organizes students into roles and participates in conversations about different times, people, and destinations, and provides suggestions about transportation.

Business travelers: Excuse me, do you speak English?

Bus Safety: Yes. What can I do for you?

Business traveler: Hmm... I have to go to the train station to take the 15:20 train, is this the right bus?

Bus safety: The bus number is right, but you're going in the wrong direction.

Business traveler: Oh! Maybe I should get off and take another car.

Bus safety: Waiting for a bus may be too long.

Business travelers: How long does it take to take a cab?

Bus safety: no worries. It only takes 10 minutes.

Business travelers: brilliant! And it will be very comfortable. Thank you very much!

Bus Safety: It was a pleasure.

6. The teacher reads pages 20 and 21 of the PowerPoint to the students and asks them to think about the sources of the material they read.

7. The teacher again organizes students to role-play as customers and customer service agents and complete the dialogues on pages 24 and 25 of the PPT in English.

8. The teacher leads students to analyze the grammar and vocabulary in the article on page 27 of the PPT: vary, plains, exception, namely, probably, phrases: when it comes to, enroute directions.

9. The teacher draws examples of command sentences from the PPT on page 27, from the PPT on page 30, and makes students proficient in the following sentences.

Don't worry.

Take line 6.

Transfer to Metro Line 2 at Zhuqimen Station.

Get off at China Plaza Station.

Take exit B.

10. Based on the grammar vocabulary learned, the teacher will lead students through the class exercise on page 36 of PowerPoint 35.

35 pages

Foreign visitor: Sorry, officer. 11) How can I get to the nearest supermarket?

Police: The nearest one is about 5 km away.

You'd better _ take the bus.

Foreign tourist: Well, I'm thinking about taking a cab.

Police: It's 3) _rush hour_. Cabs may take too long.

Foreign tourists: So which bus should I take?

Police: Both the 5 and 696 routes are available. You can 4) - Get off at the East Garden Bus Station.

Foreign tourists: Will the bus take long?

Police: don't 5) worry about about it. the bus lane is always clear.

36 pages

When traveling in an unfamiliar city, I always prefer to take the bus or subway instead of 1), taking a cab. This is because public transportation is much more environmentally friendly than private transportation 2) _. Now, I am visiting Beijing. There is a subway station near my hotel. I can take subway line 2 from this station or change to subway line 1 at the next station.

11. Lead the class to create a good classroom atmosphere and assign after-class homework.

(1):Pre-teach the key vocabulary for the next lesson and write each vocabulary word twice, which will be collected by the teacher in the next lesson.

add add

materials materials materials

best seller

offer/quote

beverages other than water

online/online

car; car

original; original

communication n. rating communication; sociality

review; assessment

compare

silk silk

cotton; cotton cloth

size; size

clients
 snacks
 discount
 stationery stationery
 release notes
 style; style
 features; characteristics
 sweater; sweater
 fit (size) fit; fit
 tight fit; tightness
 fonts (print or display)
 traditional
 denim jeans denim jeans
 workplace workplace
 shopping malls
 convenience stores
 words and expressions
 fitting room
 lead the way to -----
 discount sales; price reduction sales
 payment code payment code
 use with
 store staff

(2):To practice dubbing, ask the teacher to lead students to participate in the dubbing game in the FUN DUBBING APP and practice speaking according to their own planning.

IV. Teaching Strategies

1. Vocabulary instruction - Use methods of introducing situations and demonstrating comparisons to immerse students in a specific context and practice, understand and use the meaning in that context. It is important to combine the class with FUN DUBBING APP so that students can learn English in a fun way.

2, grammar teaching - the teacher first lists sentences, let students quickly translate and think, the teacher then tells the difference between sentences and related grammar knowledge, then let students quickly feel the above knowledge, grammar fill-in-the-blank exercises, so that students deeply remember the associated grammar

3. Speaking instruction - Take pairs of question-and-answer speaking activities or games and other group activities to practice with each other. You can also imitate the teacher's English reading style, so that students can master the difference between spoken English and Chinese and quickly master the words of the unit.

4. Listening teaching - using pictures and text matching and role play to immerse students in the situation and understand the relevant listening difficulties, and interspersed with interesting short stories to keep students energized about English, improve their motivation and ease the classroom atmosphere.

5. Practice after class - After the lesson, students need to master the knowledge taught in class and practice after class so that they can deepen their memory in their minds and be able to respond quickly when needed. It is also necessary for students to preview the next lesson so that they can keep up with the teacher and even follow the teacher's example of being active and brave students in the classroom.



Unit 3 Shopping

I. Teaching Objectives.

At the end of the course, teachers need students to have a preliminary understanding of shopping information. At the same time, it is important not to stick to ordinary offline shopping, but to give students a full range of shopping information in English, as well as the necessary shopping queries and information to provide. In the classroom, increase students' interest by hosting a sales game for young anchors and writing customer reviews.

II. Knowledge and ability.

1. Be proficient in some vocabulary related to shopping priority.

add add

materials materials; materials

best seller

offer/quote

beverages other than water

online/online

car; car

original; original

communication n. rating communication; sociality

review; assessment

compare

silk silk

cotton; cotton cloth

size; size

clients

snacks

discount

stationery stationery

release notes

style; style

features; characteristics

sweater; sweater
 fit (size) fit; fit
 tight fit; tightness
 fonts (print or display)
 traditional
 denim jeans denim jeans
 workplace workplace
 shopping malls
 convenience stores
 words and expressions
 fitting room
 lead the way to -----
 discount sales; price reduction sales
 payment code payment code
 use with

2. Students will learn certain online shopping skill and common phrases and master the necessary common seller language.

Grammar: Mastering the use of comparative levels (ppt32 to 38)

Most adjectives and adverbs have comparative and maximal variations, i.e., proto, comparative and maximal, which are used to express the difference in rank of things. The original grade is the original form of the adjective, and the comparative and highest grades have regular and irregular variations.

(1) Monosyllabic words with -er and -est endings form the comparative and highest grades.

tall (tall) tall

The great (great) greater

(2) Monosyllabic words ending in an unpronounced e only add -r, -st

good, better, the best

large larger largest

competent (competent) more competent

(3) Closed-syllable monosyllabic words ending in a consonant letter are double-spelled with the ending consonant letter, then -er, -est

big (big) bigger biggest

hot hotter hotter

red, redder, reddest

(4) For bisyllabic words ending in consonant + y, change y to i and add -er, -est

easy (easy) easier easiest

busy busier busiest busiest

(5) Adverbs ending in ly, except for early-earlier-earliest, are added to more most.

slow-slower-slowest

bravely-more bravely-most bravely

fast - faster - fastest

(6) A few diphthongs ending in -er, -ow do not end in -er, -est.

smart (smart) smarter (clever) the smartest

(7) Other two-syllable words and multi-syllable words are preceded by more, most to form the comparative and highest levels. For example:

important more important most important

easier easier easiest

(8) The comparative and highest grades of some words can be added -er or -est, or more or most, for example: smart, polite, etc.

(9) Irregular changes

There are some words with irregular comparative and highest level variations that require special memorization. For example

good/good→better→best

bad/bad→worse→worst

many / many → more → most

small→less→at least

far→farther→farthest (indicates distance)/far→farther→farthest (indicates degree)

old→older / elder→oldest (indicates old or new or age) / eldest (indicates the relationship between siblings)

The rules for forming the comparative and highest levels of adverbs are the same as those for adjectives, except that adjectives must be preceded by the highest level, while adverbs may or may not be preceded by the highest level.

Some words do not have comparative and highest forms per se, such as: right, wrong, full, empty, round, complete, wood, dead, day, etc.

III. Process and Methodology

1. Organize students to discuss the section on page 5 of the PPT, and ask three people to stand up and state their shopping preferences at the end of the discussion. (3 minutes)

2. The teacher maintains class order, then organizes students to listen carefully to the recording and fill in the classroom mini-exercise on page 6 of the PPT: choose the relevant options according to the pictures. (Recording: Practice using FUN DUBBING APP) (2 minutes)

3. The teacher again leads the students to do the class exercises about listening on pages 8, 9 and 10 of the PPT based on the audio tapes. (Recording: Practice using FUN DUBBING APP) (5 minutes)

4. The teacher organizes students to work in groups to complete the following dialogues based on the scenario simulation of playing customers and shopkeepers on pages 13, 14, 15 and 16 of the PPT: (5 minutes).

Conversation I.

Store clerk: Hello, how can I help you?

Customer: I would like a jacket, please.

Store clerk: How about this one? It is very popular. Customer: I like the style.

Store clerk: Sure, what's your size?

Customer: M/ Medium.

Store clerk: Here you go. The fitting room is over there.

(5 minutes later)

Customer: Now it fits well. What's the price of it?

It is now on sale.

I'll take it. Can I pay with my phone? Clerk: Sure, please show me your payment code. Customer.

Store clerk: Thank you very much.

Conversation II.

Sales clerk: Hello, how can I help you?

Customer: I'd like a cup of milk tea and a box of cookies, please. Sales clerk: Here you go.

Customers. How much money do they have?

Store clerk: \$19.

Customer: Okay. I'll take it. Can I pay with my phone? Clerk: Of course you can. Please show me your payment code. Customer: Here it is.

Store clerk: Thank you very much.

5. The teacher organizes a free discussion among students based on page 18 of the PPT. After the discussion, two students are randomly selected to tell the ranking of their preferences for the following shopping style techniques. (2 minutes)

It saves time.

You can get lower prices.

You can shop from home at any time.

There are more products for you to choose from. You can get more information about the products.

6. Organize students to browse the shopping websites on ppt20, discuss freely and choose the answers on ppt21, 22, 23, 24 and 25. (5 minutes)

7. The teacher introduces the grammar of comparative and superlative levels from the articles on pages 27 and 28 of the PPT and familiarizes himself with the following sentences: (2 minutes)

Do you have a larger size?

It includes the most commonly used words in the workplace. The new version adds up to 1000 new words. The dictionary builds your vocabulary better than ever before.

My favorite part is the example sentences.

8. The teacher leads students to complete the class exercises on pages 32, 33, 36 and 37 in PowerPoint. and complete the following grammar fill-in-the-blanks.

Page 32: (5 minutes)

- 1) This T-shirt is too big. I need a smaller size.
- 2) Clothes made of cotton are usually cheaper than those made of silk.
- 3) Saturday is the busiest day of the week for shopping centers.
- 4) The writer's new book is not as good as her last one.
- 5) These shoes are too tight. They are more uncomfortable than those shoes.
- 6) John speaks better English than Ben.

33 pages.

- 1) He has written many. Best-selling books.
- 2) This new book is about _____ traditional Chinese culture.
- 3) The store is selling this sweater at half of its _____ original price this week.
- 4) More and more people are starting to prefer _____ online shopping.

5) Tights are usually not very comfortable to wear.

34 pages.

- 1) You can pay in cash or by phone.
- 2) These pants fit perfectly.
- 3) The latest version is easier to read compared to the old version.
- 4) The shopping center provides free Wi-Fi to all customers.
- 5) This book leads the way to good workplace communication.
- 6) To buy a product online, you need to add it to your shopping cart.

9. Lead students to maintain a good classroom atmosphere and assign after-class homework: (1 minute)

(1): Pre-teach the key vocabulary for the next lesson, writing each vocabulary word twice, to be collected by the teacher in the next lesson.

chemistry /kemstri/ n. chemistry

related /riletid / adj.

University /kplid3/ n. university

skill /skil/ n. skill; skill

competition /kompe'tin/ n. competition

skilled /skild/ adj. skilled; skilled

Exciting /k'sartin/adj.
 special/spel/adj. special; special
 experience /ik'spiarians/n. experience
 Subject/sabd3ikt/n.discipline
 Favourite / most enthusiastic / adjective
 Training /trenin/n. training
 fun /fAn/adj.fun n.fun
 Information Technology (T) Information Technology
 hall /ho:1/n.hall
 Hands-on training
 The practical /haendz'on/adi.
 Prepare to... Make ----- ready for -----
 hold /haul/ v. hold
 Sounds like it.
 Interesting /intrastin/adj.
 Internship/Int3: n [ip/n.Internship
 Major /Mad3e(r)/n. Professional orientation
 Physics /fizlks/ n. physics
 Politics /polatiks/n. politics
 practice /praekts/v. practice
 relax /n'leeksin/adj. relax; relax

(2):Pre-teach the next lesson and mark it in the book.

(3):To practice dubbing, ask the teacher to lead students to participate in the dubbing game in the FUN DUBBING APP to practice speaking according to their plans.

IV. Teaching Strategies

1. Vocabulary teaching - use the method of contextual introduction and demonstration of comparison to teach, so that students can integrate into specific situations, practice in the context, understand the meaning and learn to use. To combine the class with FUN DUBBING APP, so that students can learn English in a happy way.

2, grammar teaching - the teacher first lists sentences, let students quickly translate and think, the teacher then tells the difference between sentences and related grammar knowledge, then let students quickly feel the above knowledge, grammar fill-in-the-blank exercises, so that students deeply remember the associated grammar

3. Speaking instruction - Take pairs of question-and-answer speaking activities or games and other group activities to practice with each other. You can also imitate the teacher's English reading style, so that students can master the difference between spoken English and Chinese and quickly master the words of the unit.

4. Listening teaching - using pictures and text matching and role play to immerse students in the situation and understand the relevant listening difficulties, and interspersed with interesting short stories to keep students energized about English, improve their motivation and ease the classroom atmosphere.

5. Practice after class - After the lesson, students need to master the knowledge taught in class and practice after class so that they can deepen their memory in their minds and be able to respond quickly when needed. It is also necessary for students to preview the next lesson so that they can keep up with the teacher and even follow the teacher's example of being active and brave students in the classroom.



Unit 4 School Life

I. Teaching Objectives

By the end of the program, students will be able to understand school life, communicate their plans and schedules with their peers in English, they will be able to understand the benefits of education by example, write online chat messages in English, and stay energized and interested in learning English.

II. Knowledge and Competence

1. Master the basic vocabulary of this unit.

chemistry/kemstri/n.chemistry

related /riletid / adj.

university /kplid3/n.university

skill /skil/ n. skill; skill

competition /kompe'tin/n. competition

skilled /skild/ adi. skilled; skilled

exciting k'sartin/adj.

special/spel/adj. special; special

experience /ik'spiarians/n. experience

subject/sabd3ikt/n.discipline

favourite / most enthusiastic / adjective

training /trenin/n. training

fun /fan/adj.fun n.fun

information technology (t) information technology

hall /ho:1/n.hall

hands-on training

the practical /haendz'on/adi.

prepare to... make ----- ready for -----

hold /hauld/ v. hold

it sounds like it sounds like it sounds like

interesting /intrastin/adj.

internship/int3: n [ip/n.internship

major /madʒe(r)/n. professional orientation

physics /fɪzɪks/ n. physics

politics /pəˈlɪtɪks/n. politics

practice /praektɪs/v. practice

relax /rɪˈleɪksɪn/adj. relax; relax

2. Teachers should guide students to understand the grammar and common sentences learned in this unit and be able to use them freely.

3. Students need to be able to chat in English using simple terms related to this unit.

4. Grammar: mastering the general future tense (ppt34 to 38)

Subject + Will + original form of the verb

In affirmative sentences, the form of the general future tense is usually subject + will + verb original form. If you want to express negation, then add not after will. will not is equivalent to won't.

If you want to ask a question about the future, the form of the general question is usually will + subject + verb original + other. The form to answer such a general question is: Yes, subject + will. Or no, subject + will not.

It is important to mention here that questions beginning with will can also express the other person's opinion or will.

Example sentence.

I will go shopping tomorrow.

I'm going shopping tomorrow.

Will you marry me?

Will you marry me?

Subject + to go + verb original form

The case of be going to usually indicates a considered and planned action that is going to happen, as well as something that might happen. In negative sentences, the structure is subject + be verb + not going to + verb original form. For example, if you can tell from the signs that it's going to snow, you can use "it's going to snow". Another example is that there will be a volleyball game tomorrow, which has been scheduled in advance, so you can use this form.

There will be a volleyball match tomorrow.

There will be a volleyball match tomorrow

Subject + to + verb original form

This form usually expresses what is planned to happen or asks for the other person's opinion, but it can also have a commanding, demanding tone, indicating what someone is asked to do next.

For example.

I'm going to buy a coat.

I'm going to buy a coat.

Subject + forthcoming + verb original form

This form usually implies doing something immediately, but it is worth noting that this cannot be used with temporal verbs such as tomorrow, next weekend, etc., which indicate a definite future.

As an example.

The game is about to start.

The competition is about to begin

Using the present tense to express the future

Usually, verbs that indicate a shift in position, such as arrive, come, go, leave, start, etc., can be used in the present progressive tense to express the future tense.

Example sentences are as follows.

Alice is here.

Alice is here.

III. Process and Methodology

1. First, the teacher leads students to match the lesson words on page 5 of the PPT with the adjectives to bring them the basic word information for the unit and to lay the foundation for learning. (3 minutes)

2. The teacher leads students to do the class exercises about listening on pages 8, 9 and 10 of the PPT based on the audio tapes. (Recording: Practice with FUN DUBBING APP) (5 minutes)

3. Teachers continue to practice the dialogues on page 13 of the PowerPoint, in groups of two: (2 minutes)

(1) Morning

8:00 - 9:00 There is a practical training session. Training Room 103

10:40-12:00 The Reading Club will hold a reading contest. Classroom 205

(2) Midday

11:40-12:10 Lunch, restaurant

12:20-13:00 English Club will hold an English corner activity. Classroom 312

(3) Evening

17:10-17:40 Dinner with friends, restaurant

18:00-19:30 The school basketball team is playing a game.

4. The teacher will organize class discipline by asking two students to complete the following dialogue: (5 minutes)

A: What are your plans for noon?

B: I plan to have lunch from 11:40 to 12:10.

A: What are you going to do after that?

B: The English Club is holding an English corner. I am going to participate in this activity.

A: That sounds interesting. Where do they hold the English corner?

B: In classroom 312.

A: When does it start?

B: Start at 12:20.

A: When will it end?

B: It will be over by 13:00.

A: I think I will be available from 12:20 to 13:00. Shall we go together?

B: Sure, that would be nice. See you there!

A: Bye!

5. The teacher will take the role of a supervisor and complete a dialogue with the students based on pages 15 and 16 of the PowerPoint. (5 minutes)

6. The teacher leads three students to complete the subjective thinking questions on pages 18-24 of the PPT, while briefly describing a small English joke to maintain the classroom atmosphere: (5 minutes)

A party for mean people.

The infamous cheap skateboard finally

Explaining to a friend how to find his apartment, he said, "Walk to the 5M and ring the doorbell with your elbow. When the door opens, push with your foot."

"Why are you using my elbow and foot?"

"Well, gee," came the reply, "you didn't come empty-handed, did you?"

miser treats

A notorious cheapskate finally decided to treat himself for once. Explaining to a friend how to find his house, he said, "You go up to the fifth floor, look for the middle door, and then use your elbow to ring the doorbell. When the door opens, then push the door open with your foot."

"Why should I use my elbows and feet?"

"You must have a gift in your hand. Gosh, you wouldn't come empty-handed, would you?" Scrooge replied.

7. The teacher introduces students to the general future tense and the corresponding grammar in PowerPoint on page 33, and students are able to use the following sentences: (3 minutes)

-You will learn and practice your skill in the training center. -When does the competition start?

-What are you going to do after that?

-I'm going to take a look at it.

-Should we go together?

The singing club is holding a competition this afternoon.

8. The teacher organizes students to complete the PPT exercises on pages 34 and 35 to deepen their memory according to the grammar of the general future tense they have learned. (2 minutes)

9. Lead the class to maintain a good classroom atmosphere and assign after-class homework: (1 minute)

(1):Pre-teach the key vocabulary for the next lesson, writing each vocabulary twice, which will be collected by the teacher in the next lesson.

attend /a'tend/ v. participate; attend

partner/father:tna(r)/n partner: partner

attend /a'tendens/n. take part in; attend

prepare/.preperejn/n.prepare; prepare for work

banquet /beenkwt/n.
 sincerely/sin'sali/adv.
 beat /bi:t/n.
 support /sepo:t/n./v. support
 cafeteria /kaefa'tiaria/n. café
 self-service restaurants offer help
 celebrate/selibret/v. celebrate
 common; common
 ceremonies /serameni/ n. ceremonies: rituals i
 invite go to invite ----- to -----
 common /koman/n./adj. common (of).
 looking forward to
 confirm/kenf3:m/v. confirm
 need help (with...) need help (with -----)
 employee /implii:/n.
 representatives
 event/i'event/n. a public event; an important event
 opening ceremony; opening ceremony
 growth/araue/n. growth
 play an important role play an important role
 invite /invitejn/n. invitation; invitation letter
 invite /n'vait/v. invite
 marketing/horse: kitn/n. marketing
 opportunity/ppetju: nati/n. opportunity

(2):Pre-teach the grammar for the next lesson and memorize the common sentences.

(3):To practice dubbing, ask the teacher to lead students to participate in the dubbing game in the FUN DUBBING APP to practice speaking according to their plans.

IV. Teaching Strategies.

1. Vocabulary instruction - Use methods of introducing situations and demonstrating comparisons to immerse students in a specific context and practice, understand and use the meaning in that context. It is important to combine the class with FUN DUBBING APP so that students can learn English in a fun way.

2, grammar teaching - the teacher first lists sentences, let students quickly translate and think, the teacher then tells the difference between sentences and related grammar knowledge, then let students quickly feel the above knowledge, grammar fill-in-the-blank exercises, so that students deeply remember the associated grammar

3. Speaking instruction - Take pairs of question-and-answer speaking activities or games and other group activities to practice with each other. You can also imitate the teacher's English reading style, so that students can master the difference between spoken English and Chinese and quickly master the words of the unit.

4. Listening teaching - using pictures and text matching and role play to immerse students in the situation and understand the relevant listening difficulties, and interspersed with interesting short stories to keep students energized about English, improve their motivation and ease the classroom atmosphere.

5、Practice after class - After the lesson, students need to master the knowledge taught in class and practice after class so that they can deepen their memory in their minds and be able to respond quickly when needed. It is also necessary for students to preview the next lesson so that they can keep up with the teacher and even follow the teacher's example of being active and courageous students in the classroom.

Unit 5 Celebration

I. Teaching Objectives

At the end of the lesson, teachers need to guide students to get key information about celebrations from the lesson, read and be able to write invitations, understand special moments to cherish in their lives, and apply the main grammar knowledge learned in the lesson to problems and life in a reasonable way to motivate students to learn English.

II. Knowledge and ability.

1. Master the basic vocabulary of this unit

chemistry/kemstri/n.chemistry

related /riletid / adj.

university /kplid3/n.university

skill /skil/ n. skill; skill

competition /kompe'tin/n. competition

skilled /skild/ adi. skilled; skilled

exciting k'sartin/adj.

special/spel/adj. special; special

experience /ik'spiarians/n. experience

subject/sabd3ikt/n.discipline

favourite / most enthusiastic / adjective

training /trenin/n. training

fun /fan/adj.fun n.fun

information technology (t) information technology

hall /ho:1/n.hall

hands-on training

the practical /haendz'on/adi.

prepare to... make ----- ready for -----

hold /hauld/ v. hold

it sounds like it sounds like it sounds like

interesting /intrastin/adj.

internship/int3: n [ip/n.internship

major /mad3e(r)/n. professional orientation

physics /fizlks/ n. physics

politics /polatiks/n. politics

practice /praekts/v. practice

relax /n'leeksin/adj. relax; relax

2. Teachers should guide students to understand the grammar and common sentences learned in this unit and be able to use them freely.

3. Students need to be able to chat in English using simple terms related to this unit.

4. Grammar: mastering the present perfect tense (ppt31 to 36)

In "This is the first/second " or in "it/this/that is +". The most advanced +noun + that" The verb in the structure of the participle The verb in the Present perfect tense in "it/this/that is the + noun + that..." or "it/this/that is the + noun + that... In "it + is... +since clause", be can be used in the General Present Tense have/has/had +been + the past participle of the verb.

1) Present perfect tense and General past tense can both express actions that occurred in the past, but the present perfect tense expresses the effect of a past action on the present, indicating that this action has been completed or may continue; 2) while the general past tense has no relation to the present situation, expressing only a past action, and this action has been terminated by the time of speaking. Therefore Present perfect tense cannot be used in combination with an explicit past time, e.g., 1949, yesterday, last week, etc. The verbs and when or where are used for these times and locative verbs When you ask a question, generally use only the General past tense .

2) Compare the past tense and the present perfect tense

(1) The past tense indicates an action that occurred sometime in the past or simply recounts something that happened in the past, emphasizing the action. Present perfect tense For something that happened in the past, emphasizing the effect of what happened in the past on the present, emphasizing the result (outcome).

(2) The past tense is often used with a specific temporal verb tense, while the present perfect tense is usually used with or without an ambiguous temporal verbal

noun. General past tense The present perfect tense is usually used with or without a temporal verb: the

Yesterday, Last Week, ... before, in 1980, just now, specific Temporal verbs

Common temporal verbs:

This morning, tonight, this April, now, once, before, already, recently,
recently

Present perfect tense of tense verbs

for, since, so far, ever, never, just, yet, till / until, up to now, in past years,
always,

Indefinite temporal verbs

(3) The present perfect tense can express actions or states that continue to the present, and verbs are generally continuous, such as live, teach, study, work, learn, and know.

Commonly used in the past tense Non-Continuous Verbs The past tense is to come, go, leave, begin, die, end, become, marry, etc.

III. Process and Methodology.

1. The teacher first leads the students through the text words on page 5 of the PPT, matching them with the pictures to bring them to the basic word information of the unit and lay the foundation for learning. (3 minutes)

2. The teacher leads students to do the class exercises about listening on pages 6, 8, 9 and 10 of the PPT based on the audio tapes. (Recording: Practice using the FUN DUBBING APP) (5 minutes)

3. Teachers practice the dialogues on pages 13, 14, 15 and 16 of PowerPoint in pairs: (2 minutes)

4. The teacher will act as the facilitator and choose two students to play the roles of exchange students and local students respectively and complete the scenario simulation on page 17 of the PPT. (5 minutes)

5. The teacher shows the students the 21st email in the PPT and guides them to translate and fill in the independent answers on pages 22 and 23 of the PPT. (5 minutes)

Personal Email

From limei@abcshopping.cn Business Email

Go to michael.s@ftclothing.com

Subject: ABC Mall Shenzhen Advertising Opening Invitation e Dear Mr. Michael Smith,

On behalf of ABC Shopping, I would like to invite you to the opening ceremony of our new shopping center in Shenzhen. The event will be held on November 8 at 10:00 am at 108 Nanping Road, Futian District.

Your support has played an important role in the growth of our company. We would like to take this opportunity to thank you and celebrate our success.

We hope you will confirm your attendance by November 1.

Yours sincerely

Li Mei

6. The teacher will assign the mock emails on pages 24 and 25 of the PPT to students as homework and collect them in the next class.

7. The teacher will translate the mini-text on page 27 of the PowerPoint and briefly explain the vocabulary: (5 minutes).

Some companies hold welcome parties for new employees so they can get to know their colleagues better. Some companies hold monthly office birthday parties for all employees born in that month.

It is common for companies to hold annual (annual) meetings around the New Year. Its purpose is to celebrate the successes of the past year and to look ahead to the next year. Speeches are given to summarize (outline) the company's big achievements (accomplishments) and to praise outstanding (distinguished) employees, the

8. The teacher introduces students to the key sentence pattern of this unit - the present perfect tense and the corresponding grammar in the PPT on page 30, and students can use the following sentences proficiently: (3 minutes)

FT Apparel and ABC Shopping have been business partners for over ten years.

Have you attended a welcome party before? Your support has been instrumental in the growth of our company.

9. The teacher organizes students to complete the PPT exercises on pages 31, 32, 33, 34 and 35 to deepen their memory according to the grammar of the general

future tense they have learned. (2 minutes)

10. Guiding students to maintain a good classroom atmosphere and assigning after-class homework: (1 minute)

(1):Pre-teach the key vocabulary for the next lesson and write each vocabulary word twice, which will be collected by the teacher in the next lesson.

cozy/keuzi/adi. warm and comfortable

the pungency/spasi/adi.

cuisine /kwizi: n/n.

unwise /aniwaz/adj.

dining / denim / n. meals

kinds/va'raati/n. different kinds

environment /in'varranment/n.

a variety of /veerias/adi.

factor /faekta(r)/ n. factor

cooked/wel'dan/adj.(meat) fully cooked

famous / female / adj.

wisely/wazli/ adv. intelligently

medium/mi: diam/adj. (meat) medium-rare

in addition to

mushroom /mnjrom/n.

able to

order /5: de(r)/n. order food

for -

v.order food eatout dining out

the correct /propa(r)/adi.

mineral water

quality/kwoleti/n.quality

attention attention

recommend/reke'mend/ v. recommend

price range price range

restaurant /restront/n. restaurant

preference

rare /ree(r)/adj.(half cooked

ruin /ru:in/ v. to destroy.

specialties /spɛfalti/ n. special dishes; specialties

(2) Pre-teach the grammar for the next lesson and memorize common sentences.

(3) Practice dubbing and ask the teacher to lead students to participate in the dubbing game in the FUN DUBBING APP to practice speaking according to their own planning.

IV. Teaching Strategies.

1. Vocabulary instruction - Use methods of introducing situations and demonstrating comparisons to immerse students in a specific context and practice, understand and use the meaning in that context. It is important to combine the class with FUN DUBBING APP so that students can learn English in a fun way.

2. Grammar teaching - the teacher first lists sentences for students to quickly translate and think about, then the teacher tells the difference between the sentences and related grammar knowledge, after which students quickly feel the above knowledge and practice filling in the grammar blanks so that students can deeply remember the linked grammar

3. Speaking instruction - Take pairs of question-and-answer speaking activities or games and other group activities to practice with each other. You can also imitate the teacher's way of reading aloud in English so that students can master the difference between spoken English and Chinese and quickly master the words of the unit.

4. Listening teaching - using pictures and text matching and role play to immerse students in the situation and understand the relevant listening difficulties, and interspersed with interesting short stories to keep students energized about English, improve their motivation and ease the classroom atmosphere.

5. Post-class practice - After the lesson, students need to master what they have been taught in class for post-class practice, so that they can deepen their memory and do quick responses when needed. It is also necessary for students to preview the next lesson so that they can keep up with the teacher and even follow the teacher's example of being active and brave students in the classroom.

Unit 6 Food and Beverage

I. Teaching Objectives

At the end of the lesson, teachers will need to guide students to gain key information about food and drink from the lesson and be able to do so freely in English to talk to their friends about food and drink. They will have a general understanding of how and why to choose a restaurant and learn about traditional Chinese food culture.

II. Knowledge and ability.

1. Master the basic vocabulary of this unit.

cozy/keuzi/adi. warm and comfortable

spicy/spasi/adi.

cuisine/kwizi: n/n.

unwise /aniwaz/adj.

dining / denim / n. meals

kinds/va'raati/n. different kinds

environment /in'varranment/n.

a variety of /veerias/adi.

factor /faekta(r)/ n. factor

cooked/wel'dan/adj.(meat) fully cooked

famous / female / adi.

wisely/wazli/ adv. intelligently

medium/mi: diam/adj. (meat) medium-rare

in addition to

mushroom /mnjrom/n.

able to

order /5: de(r)/n. order food

for -

v.order food eatout dining out

the correct /propa(r)/adi.

mineral water

quality/kwoleti/n.quality

attention attention

recommend/reke'mend/ v. recommend

price range price range

restaurant /restront/n. restaurant

preference

rare /ree(r)/adji.(half cooked

ruin /ru:in/ v. to destroy.

specialties /spɛfalti/ n. special dishes; specialties

2. Be able to talk about food and drinks in simple English and recite some common sentences.

3. In this lesson, learn about Chinese food culture and the grammar of countable and uncountable nouns, as well as the ability to use these nouns proficiently.

III. Process and Methodology.

1. First, the teacher shows students page 5 of the PPT and lets them freely discuss the foods in the pictures. After the discussion, guide them to group the foods on page 6 of the PPT. (3 minutes)

2. The teacher leads students to do the class exercises about listening on pages 8, 9 and 10 of the PPT based on the audio tapes. (Recording: Practice using the FUN DUBBING APP) (3 minutes)

3. The teacher randomly asks 5 students each online to guide them through the sorting process based on the role play on pages 13, 14, 15, 16 and 17 of the PPT. (4 minutes)

4. The teacher leads students to read the text on page 20 of the PPT and gives them one minute to think of a suitable title for this text. Leave the exercises on pages 22, 23 and 24 of the PowerPoint for practice after class. (3 minutes)

Text.

Of the various reasons for choosing a restaurant, which is the most important one to help us make a decision? In addition to the general rating of 4 or 5 stars, we can consider such factors as

Location

On the weekends, we could probably go a little further afield to find a good restaurant.

Food

In addition to the quality of the food, we pay attention to the way it is cooked. China has eight famous cuisines that offer a variety of choices. People from different backgrounds may prefer different tastes.

Price

We should choose a restaurant within the right price range. It is not wise to spend too much money on meals.

Services

Good service may give you a better experience. Bad service may ruin your meal.

Environment

Whether it's comfortable or noisy, the environment of a restaurant contributes a lot to your dining experience.

5. Translate the articles on pages 26 and 27 of the PPT as homework, and have students translate them proficiently at home under the supervision of their parents. (1 minute)

6. The teacher introduces the key grammatical countable and uncountable nouns in this lesson on page 30 of the PPT and analyzes them to the class. (10 minutes)

(1) Nouns can be further divided into countable nouns and uncountable nouns.

(2) An uncountable noun is a concept, state, quality, sensation, or thing that cannot be counted in quantity and cannot be divided into individuals or represent material materials; it generally does not have a plural form, only a singular form, and cannot be preceded by the indefinite article a/an.

(3) A countable noun is a person or thing that can be counted numerically and can be divided into several individuals, so it has a plural form

(4) Countable nouns have both singular and plural forms

(5) There is no absolute countable or uncountable, some nouns in English are

often both countable and uncountable

Example.

A: Do you want to eat cake?

Would you like to have a piece of cake?

B: No, I don't like cake.

No, I don't like cake.

The first sentence above uses a cake, which is a countable "cake," but the second sentence uses only cake, which is a substance, not a quantity, such as one or two pieces.

Common sentences about food.

I want tomato soup, fruit salad and steak.

People tend to use apps to choose restaurants.

China has eight famous cuisines, offering a variety of

Commonly used countable nouns about food.

Potatoes Chicken Food juices

Restaurant Soup Mushroom

Steak Service

Commonly used uncountable nouns about food.

Steak in Mushroom Soup

Service Milk Paper

Read and complete.

7. The teacher leads students to complete the exercises on pages 32, 34 and 35 of the PPT and explains the grammar. (8 minutes)

1) There are a lot of potatoes (potatoes) on the dining table.

2) The children found some milk (milk) in the refrigerator.

She wants to eat some food (food) before she goes to bed.

4) I would like to have some bread (bread) for breakfast.

5) There is a restaurant (restaurant) near our school.

1) Dear students, please pay attention to the notice I sent out.

2) She is able to make her own breakfast.

3) He had an egg in addition to a piece of bread.

4) His daughter also contributed to the feast.

5) People tend to go to restaurants with good ratings.

Choose and complete. Complete the following sentences with the appropriate forms of the given verbs.

Sarah Smith: This is 1) the famous restaurant Wang Yang 2).

Xiaonian Li: Yes. Take a look at the menu, there are 3) food and drink options.

(Sarah Smith: Then we have to make a wise decision 4). What Wisely, do you want to order?

Li Xiaonian: I'd like to have some noodles. What do you have in mind?

Sarah Smith: A 5) medium rare steak.

8. Teacher scenarios guide students to quickly solve the problems on pages 38-42 of the PowerPoint. (7 minutes)

9. The teacher organizes the students to relax their bodies in front of the screen and leave the class homework. (1 minute)

(1):Pre-teach the key vocabulary for the next lesson and write each vocabulary word twice, which will be collected by the teacher in the next lesson.

cozy/keuzi/ adj. warm and comfortable

spicy /spasi/ adj.

cuisine/kwizi: n/n.

unwise /anwaz/adj.

dining / denim / n. meals

kinds/va'raati/n. different kinds

environment /invarenment/n. environment

a variety of /veerias/adi.

factor /faekta(r)/n. factor

well-done/wel'dan/adj.(meat) fully cooked.

famous /femas/ adi famous

wisely /wazli/ adv. intelligently.

medium/mi: diam/adj. (meat) medium-rare

in addition to in addition to

mushroom /mmjrom/n.

able to

order /5: de(r)/n. order food
 contribute to contribute to
 v.order food eatout dining out
 appropriate/propa(r)/adj.
 mineral water
 quality /kwolati/n.
 attention attention
 recommend/reke'mend/v.
 price range price range
 restaurant /restront/n. restaurant
 preference
 rare /ree(r)/ adji.(meat)
 ruin/ru: in/v. to destroy
 specialty /spefalti/ n. special dish; specialty product

(1) Complete the PowerPoint-related assignments left by the instructor during the lecture.

(2) Translate the text of the next lesson in advance and ask random lines in the next lesson.

(3) To practice dubbing, ask teachers to lead students in a dubbing game in the FUN DUBBING APP to practice speaking in the program.

IV. Teaching Strategies.

1. Vocabulary instruction - Use methods of introducing situations and demonstrating comparisons to immerse students in a specific context and practice, understand and use the meaning in that context. It is important to combine the class with FUN DUBBING APP so that students can learn English in a fun way.

2. grammar teaching - the teacher first lists sentences, let students quickly translate and think, the teacher then tells the difference between sentences and related grammar knowledge, then let students quickly feel the above knowledge, grammar fill-in-the-blank exercises, so that students deeply remember the associated grammar

3. Speaking instruction - Take pairs of question-and-answer speaking

activities or games and other group activities to practice with each other. You can also imitate the teacher's English reading style, so that students can master the difference between spoken English and Chinese and quickly master the words of the unit.

4. Listening teaching - using pictures and text matching and role play to immerse students in the situation and understand the relevant listening difficulties, and interspersed with interesting short stories to keep students energized about English, improve their motivation and ease the classroom atmosphere.

5. Practice after class - After the lesson, students need to master the knowledge taught in class and practice after class so that they can deepen their memory in their minds and be able to respond quickly when needed. It is also necessary for students to preview the next lesson so that they can keep up with the teacher and even follow the teacher's example of being active and brave students in the classroom.



Unit 7 Internet

I. Teaching Objectives

At the end of the lesson, teachers need to guide students to learn about the Internet from what they have learned in the lesson, describe the advantages of the Internet, share information about online activities with their classmates, and then write about how to use the Internet wisely and learn more about making the most of it.

II. Knowledge and Competence

1. Be proficient in the basic vocabulary of the unit.

click/klɪk/v. click

Wanted /dɪ'zɑːəd/adj.

fresh/freʃ/adj.

icon/'aɪkɒn/n. icon

interview/'ɪntəvju/v. interview

move /məʊ'baɪ/adj.

passer-by/,pa:sə'baɪ/n. passer-by

poem/'pəʊɪm/n. poetry

popular/'pɒpjʊlə(r)/adj. popular;popular

ringing /rɪŋ/v.ringing the bell

Selfie /'selfi/ n. Selfie photo

spare /speə/v. to draw out; to save

take-out/'teɪk,aʊt/adj.

typical /'tɪpɪkl/adj. typical; representative

unlock/,ʌn'lɒk/v. unlock

focused on concentration

review; revisit

have access to; close to

login; go to

stay up late

2. The teacher will guide students to understand the grammar and common

sentences learned in the unit and to use them freely.

3. Students need to understand the Internet and make the most of it.

III. Process and Methodology.

1. First, the teacher will lead the students to lay the foundation for their learning by matching the text words on page 5 of the PPT with the pictures so that they can understand the basic word information of the unit. (3 minutes)

2. The teacher leads the students through the class exercises on listening on pages 7 to 12 of the PPT based on the audio tapes. (Recording: Practice using the FUN DUBBING APP). (5 minutes)

3. The teacher uses pairs to practice the dialogues on page 15 of the PPT. (2 minutes)

Student A: Have you ever taken a class online?

Student B: Sure, I have about 10 online classes a week.

Student A: Why do you want to listen to lectures online?

Student B: It's very convenient. We can sign up with the teacher and have discussions and do assignments in the online classroom.

4. The teacher will lead students to do the exercise on page 18 of the PPT to master what they have learned. (3 minutes)

Imagine you are home alone one day on the weekend, the phone rings at 7:50am, ready for your morning hobby class, you put the phone down, enter the online classroom and get ready, the teacher is talking about poetry, you listen carefully, answer questions and discuss with your classmates on the screen. During break time, you log on to the take-out platform and order your favorite caramel, which is delivered to you at the time you want it. You click on the music app icon and choose your favorite song. An hour or so later, you want to go to a park to get your hair done. As you put on your shoes, your phone is looking for the nearest shared bike to help you move.

5. Teacher leads students to recognize the original vocabulary in PPT 23 and 24 (2 minutes)

Global Internet of Things (IoT) processes related to healthcare Sensors

6. The teacher leads the students to do the exercise on page 28 of PPT,

choosing sentences in the present progressive tense. (5 minutes)

- 1) The phone is ringing with an upcoming call.
- 2) Who is the girl sitting there?
- 3) She was silent and said nothing for a few minutes.
- 4) He's answering the phone right now.
- 5) Listening to music is my cup of tea.

7. The teacher leads students to learn the key grammar knowledge of the lesson: the present progressive tense. (7 minutes)

For example, he is reading. They are talking right now.

(2) The activities or actions that are currently underway during this time period.

(3) The present progressive tense of certain verbs indicates a predetermined plan or an upcoming action. For example, I am coming. The structure is be+present participle. Variants of the present participle are.

In general, adding to the end of the verb, for example, to jump.

Verbs that end in the unpronounceable letter e, drop the e and adding.

Example: have /write

Words with a consonant letter at the end of a stressed closed syllable are preceded by a unitary letter, then the consonant letter at the end of the word is doubled and followed by sit put

Its sentence conversion is all done on be.

For example, he wants to buy a bicycle.

Is he going to buy a bike?

It is usually marked by temporal verbs, such as look, listen, now, at this moment, etc.

8. The teacher leads students to do the exercises on pages 31 and 32 of the PPT at the end of the lesson to consolidate their learning. (5 minutes)

31 pages.

- 1) With this smartphone, you can get access to the Internet in a flash.
- 2) Mike is studying for his course now because he has an exam tomorrow.
- 3) Login to takeout app and you can order food.
- 4) Staying up late playing computer games is really a bad habit.

5) My roommate wants to do a survey about teenagers' online activities.

32 pages.

Today, when you ask a business person in China for a business card, he/she may unlock the phone and ask for your WeChat. (In customer research, this has become a typical communication medium.) (A recent survey found that we Chinese are becoming more and more comfortable with the Internet and the ease of living.) On an app icon, we can use our phones 5) for food or to do some shopping.

9. Teacher scenarios guide students to quickly solve the problems on pages 38-42 of the PowerPoint. (7 minutes)

10. The teacher leads the students to familiarize themselves with the words and phrases of the lesson again, guides them to maintain a good classroom atmosphere, and assigns the homework after the lesson: (1 minute)

(1):Pre-teach the key vocabulary for the next lesson and write each vocabulary word twice, which will be collected by the teacher in the next lesson.

believe /br'i:li:v/ believe

brilliant /'briliənt/ outstanding

chat /tʃæt/ chat

chief /tʃi:f/ general; chief

finish /kəm'pli:t/ complete

consider/kən'sidə(r)/think

design /di'zain/ design

graduation/ ,rædʒu'eɪʃn/graduation

inventions /in'vent/ inventions

inventions /in'venʃn/ inventions

overcome / ,ʊvə'kʌm/ overcome

record /rɪkəd/ records

schedule/'skedʒu:l/schedule

stretching/stretchingf/stretching

finish early

e-book reader e-book reader

back back

show interest in people who are interested in

success at

(2) Pre-teach the grammar for the next lesson and memorize common sentences.

(3) Practice dubbing and ask the teacher to lead students to participate in the dubbing game in the FUN DUBBING APP to practice speaking according to their own planning.

(4) Translate the text for the next lesson.

IV. Teaching Strategies.

1. Vocabulary teaching - use the method of contextual introduction and demonstration of comparison to teach, so that students can integrate into specific situations, practice in the context, understand the meaning and learn to use. To combine the class with FUN DUBBING APP, so that students can learn English in a happy way.

2. Grammar teaching - the teacher first lists sentences for students to quickly translate and think about, then the teacher tells the difference between the sentences and related grammar knowledge, after which students quickly feel the above knowledge and practice filling in the grammar blanks, so that students can deeply remember the linked grammar

3. Speaking instruction - Take pairs of question-and-answer speaking activities or games and other group activities to practice with each other. You can also imitate the teacher's way of reading aloud in English so that students can master the difference between spoken English and Chinese and quickly master the words of the unit.

4. Listening teaching - using pictures and text matching and role play to immerse students in the situation and understand the relevant listening difficulties, and interspersed with interesting short stories to keep students energized about English, improve their motivation and ease the classroom atmosphere.

5. Practice after class - After the lesson, students need to master the knowledge taught in class and practice after class so that they can deepen their memory in their minds and be able to respond quickly when needed. It is also necessary for students to preview the next lesson so that they can keep up with the teacher and even follow the teacher's example of being active and courageous students in the classroom.

Unit 8 Characters and Events

I. Teaching Objectives

At the end of the lesson, teachers will guide students through the details of the characters and events in the lesson, talk freely about their favorite things, share their views on important events with family and friends, raise their spiritual level, and learn about the contributions of people across time and space.

II. Knowledge and ability.

be proficient in the basic vocabulary of the unit.

believe /bɪli: v/v. believe

back back

brilliant/briliant/adj. outstanding

at show interest on

chat /tʃæt/ v. chat

success at -----

chief /tʃi: f/adj. total; primary

complete /kəmpli: t/v.complete

consider /kən'sɪd(r)/ v. think

design /dɪzæn/v. design

graduation /grædʒu'eɪʃn/n.graduation

invent /ɪn'vent/v. invent

invention/ɪn'ven [n/n.

overcome /əu've'kəm/v.

record /m'kɔ: d/v.

scheduled/skɛdʒu:l/n.work plan; schedule

stretch /stret/v.

set aside time in advance set aside time in advance

e-book reader e-book reader

You can simply ask for details about events and people and discuss these events with friends and family.

It makes students aware of the many people who give quietly and uplifts them

emotionally.

III. Process and Methodology.

1. First, the teacher showed the students page 5 of the PowerPoint and asked them to match the corresponding events with the pictures. After the discussion, lead the students in a riddle quiz on page 6 of the PPT. (5 minutes)

2. The teacher leads students to do the class exercises about listening on pages 8, 9 and 10 of the PPT based on the audio tapes. (Recording: Practice using the FUN DUBBING APP) (3 minutes)

3. The teacher asks 1 student each at random online and guides the students to make a dialogue based on the role play on pages 13, 14, 15, 16 and 17 of the PPT. (4 minutes)

4. The teacher introduces the riddle on page 19 of the PPT to stimulate students' interest and continue learning. (1 minute)

5. The teacher leads the students to read the text on page 20 of the PPT and gives them one minute to complete the questions on the right side of the text. Leave the exercises on pages 22 and 23 for after class. (3 minutes)

Text.

Jing-Zhang Railway

The Jing-Zhang Railway extends from Beijing to Zhangjiakou. It is famous in China because it was the first of its kind to be designed and built by the Chinese.

The chief engineer of this railroad was Zhan Tianyou. He was born in 1861 in Guangdong Province and showed an interest in machines at an early age. at the age of 11, he went to the United States to study.

The Jing-Zhang Railway had to cross a hilly and mountainous area. At that time, many people thought that no one could build a railroad there. However, Zhan Tianyou overcame all kinds of difficulties and successfully completed the task.

6. Translate the articles on pages 25 and 26 of the PPT as homework, and have students translate them proficiently at home under the supervision of their parents. (1 minute)

7. The teacher introduces the main grammar of this unit from the sentences on page 28 of the PPT: modal verbs. (10 minutes)

What are the English modal verbs?

There are four types of modal verbs.

- 1) Modal verbs only: must, can (may), may (might), think
- 2) Can be used as modal and real verbs: need, dare
- 3) It can be a modal verb or an auxiliary verb: shall (should), will (would), have (had) used, habitually used

The use of modal verbs.

First of all, it is a verb, unlike action verbs, which express an action that can be expressed by an action (e.g. write, read, run), while modal verbs express only one meaning (e.g. can, maybe, dare). Usage: modal verb + original form of action verb

Example sentence: I can read this sentence in English.

I can read this sentence in English.

A modal verb is a verb with its own meaning, expressing the mood, attitude or tone of the speaker, but it cannot be used as a predicate on its own, but only together with another verb proxemics.

We can get there on time tomorrow.

Can you tell me your name?

Can we start now?

You must follow the rules of the school.

Modal verbs are few in number, but widely used, mainly as follows:

can (can), may (may), must, need, should, dare (dare), should (should), will (will), have (to), best.

Students will be able to acquire the above knowledge about modal verbs.

8. The teacher leads the students to roughly go through the exercises on pages 29-34 of PPT based on the grammar knowledge they have learned. (5 minutes)

Fill in the blanks for grammar on page 32.

1) Can you help (help) me?

You can't (not work) on your own.

Yes, of course.

2) Can/do I use your pen? I forgot to bring my pen.

Of course. You can find (find) it in my book bag.

3) Ah! This message says I won big money.

Don't be silly, it can't be (can't be) true.

Trick you.

4) Should I wear a jacket or a suit tomorrow?

You must (wear) a suit, because the meeting is formal.

5) What should we do to protect our environment?

Page 33 Fill in the blanks with grammar

1) This road extends from Shanghai to Suzhou.

2) James Watt became interested in mathematics at a very young age.

3) After a few days of hard work, our group finished the project ahead of schedule.

4) The speaker tries very hard, but he still can't succeed in getting his ideas across.

5) He gave up a job opportunity in a big city and returned to his hometown after graduation.

Page 34 Exercise

Great inventions have changed the world. They help people live better, happier lives. After Cai Lun¹) improved the method of making paper, people could better record and share their knowledge. In Europe, people invented the train on the railroad. It made long-distance travel more brilliant. 3) People in different times worked hard to make our world a better place. Although their dreams were accomplished, their work was also important.

The teacher reenacts the scenario and leads the class in quickly solving the problems on pages 36-40 of the PowerPoint. (7 minutes)

The teacher organizes the students to relax their bodies in front of the screen and leaves the class work. (1 minute)

(1) Mime the words twice in this lesson

(2) Complete the PowerPoint-related assignments left by the instructor in the lecture.

(3) Translate the text of the next lesson in advance and ask random lines of questions in the next lesson.

(4) Practice dubbing by asking teachers to lead students in a dubbing game in the FUN DUBBING APP to practice speaking in the program.

IV. Teaching Strategies

1. Vocabulary teaching - use the method of contextual introduction and demonstration of comparison to teach, so that students can integrate into specific situations, practice in the context, understand the meaning and learn to use. To combine the class with FUN DUBBING APP, so that students can learn English in a happy way.

2. grammar teaching - the teacher first lists sentences, let students quickly translate and think, the teacher then tells the difference between sentences and related grammar knowledge, then let students quickly feel the above knowledge, grammar fill-in-the-blank exercises, so that students deeply remember the associated grammar

3. Speaking instruction - Take pairs of question-and-answer speaking activities or games and other group activities to practice with each other. You can also imitate the teacher's English reading style, so that students can master the difference between spoken English and Chinese and quickly master the words of the unit.

4. Listening teaching - using pictures and text matching and role play to immerse students in the situation and understand the relevant listening difficulties, and interspersed with interesting short stories to keep students energized about English, improve their motivation and ease the classroom atmosphere.

5. Practice after class - After the lesson, students need to master the knowledge taught in class and practice after class so that they can deepen their memory in their minds and be able to respond quickly when needed. It is also necessary for students to preview the next lesson so that they can keep up with the teacher and even follow the teacher's example of being active and courageous students in the classroom.



APPENDIX D

IOC FOR LESSON PLANS

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Project goal consistency of lesson plans

- ✓ Rating +1, if the project clearly meets the stated objectives.
- ✓ If the item is unclear or uncertain whether the measures meet the stated objectives, it is rated as 0.
- ✓ If the item does not clearly match the stated goal, it is rated -1.

Sl. No.	Properties	Expert rating1	Expert 2's rating	Expert Rating 3	IOC average	Empathy
1	Lesson Plan 1					With one heart and one mind
2	Lesson Plan 2					One Heart, One Virtue
3	Lesson Plan 3					One Heart, One Virtue
4	Lesson Plan 4					With one heart and one mind
Overall average						With one heart and one mind



IOC for Achievement Test

- ✓ Rating +1, if the project clearly meets the stated objectives.
- ✓ If the item is unclear or uncertain whether the measures meet the stated objectives, a rating of 0 is assigned.
- ✓ If the item does not clearly match the stated goal, it is rated -1.

Sl. No.	Properties	Expert rating1	Expert 2's rating	Expert Rating 3	IOC average	Empathy
1	Question 1	+1	+1	+1	+1	One Heart, One Virtue
2	Question 2	+1	+1	+1	+1	One Heart, One Virtue
3	Question 3	+1	+1	+1	+1	With one heart and one mind
4	Question 4	+1	+1	+1	+1	One Heart, One Virtue
5	Question 5	+1	+1	+1	+1	One Heart, One Virtue
6	Question 6	+1	+1	+1	+1	One Heart, One Virtue
7	Question 7	+1	+1	+1	+1	One Heart, One Virtue
8	Question 8	+1	+1	+1	+1	One Heart, One Virtue
9	Question 9	+1	+1	+1	+1	One Heart, One Virtue
10	Question 10	+1	+1	+1	+1	One Heart, One Virtue

Sl. No.	Properties	Expert rating1	Expert 2's rating	Expert Rating 3	IOC average	Empathy
11	Question 11	+1	+1	+1	+1	With one heart and one mind
12	Question 12	+1	+1	+1	+1	One Heart, One Virtue
13	Question 13	+1	+1	+1	+1	With one heart and one mind
14	Question 14	+1	+1	+1	+1	One Heart, One Virtue
15	Question 15	+1	+1	+1	+1	With one heart and one mind
16	Question 16	+1	+1	+1	+1	One Heart, One Virtue
17	Question 17	+1	+1	+1	+1	One Heart, One Virtue
18	Question 18	+1	+1	+1	+1	One Heart, One Virtue
19	Question 19	+1	+1	+1	+1	With one heart and one mind
20	Question 20	+1	+1	+1	+1	With one heart and one mind
Overall average		+1	+1	+1	+1	With one heart and one mind



Pre- and post-test questions and text

Achievement Test	
Q1	<p>Will Gina attend Amelie's birthday party? (Comprehension or analytical skill?)</p> <p>A. Yes, she will.</p> <p>B. No, she won't.</p> <p>C. Not mentioned.</p>
Q2	<p>Did the ship sail well that day?</p> <p>A. Yes, it is.</p> <p>B. No, it's not.</p> <p>C. No, the ship was damaged.</p>
Q3	<p>Why didn't Jane eat her chocolate cake?</p> <p>A. She doesn't like chocolate.</p> <p>B. She has a problem with her teeth.</p> <p>C. She wants to stay thin.</p>
Q4	<p>Where did the conversation take place?</p> <p>A. In the bedroom.</p> <p>B. In the toilet.</p> <p>C. In the kitchen.</p>
Q5	<p>Where will the boy go this afternoon?</p> <p>A. Go to the post office.</p> <p>B. To the laboratory.</p> <p>C. Go to his house.</p>
Q6	<p>What does this woman think of herself?</p> <p>A. Carelessness</p> <p>B. Unfortunate</p> <p>C. No hope</p>
Q7	<p>What can we learn about the boy?</p> <p>A. He often makes excuses to shirk his duties.</p> <p>B. His grandfather was often sick.</p>

Achievement Test	
	C. His grandfather died.
Q8	<p>What might this woman do?</p> <p>A. Catch a train.</p> <p>B. Send that person away.</p> <p>C. Go shopping.</p>
Q9	<p>What will this girl do tomorrow?</p> <p>A. Write an essay.</p> <p>B. Go to a concert.</p> <p>C. There are some courses.</p>
Q10	<p>What does this girl mean?</p> <p>A. Matthew is very good at math.</p> <p>B. Matthew could not solve the problem.</p> <p>C. Matthew likes to eat cake.</p>
Q11	<p>What does this person mean?</p> <p>A. Mark should continue the game.</p> <p>B. Mark should draw the diagram on the computer.</p> <p>C. Mark should review his course.</p>
Q12	<p>What is this man going to give his mother?</p> <p>A. A dress.</p> <p>B. Some money.</p> <p>C. A jacket.</p>
Q13	<p>What will the boy do at 6:30?</p> <p>A. Do his homework.</p> <p>B. Watch a movie at the cinema.</p> <p>C. Play soccer.</p>
Q14	<p>What can we learn from the dialogue?</p> <p>A. The mother finally did not allow her son to hitchhike.</p> <p>B. The mother finally allowed her son to hitchhike.</p> <p>C. The son was prepared to go without the mother's consent.</p>

Achievement Test	
Q15	How much will the lady pay? A. Eight dollars. B. Six dollars. C. Quadratic.
Q16	When will the next train leave for Beijing? A.10:07 B.10:30 C.11:00
Q17	When will the whole family go to the concert? A. On Saturday afternoon. B. On Saturday night. C. On Sunday morning.
Q18	When does the first flight arrive in Detroit? A.5:18 a.m. B. 6:10 a.m. C. 8:50 a.m.
Q19	When will the film start? A.7:20 B.7:15 C.7:00
Q20	What time do banks close on Saturdays? A. At 1:00 p.m. B. At 3:00 p.m. C. at 4:00 p.m.

Scripts for listening achievement tests	
Text 1	M: Gina, will you be at Emily's birthday party? W: Actually, we used to be good friends, but we split up about a year ago.
Text 2	M: The ship will set sail the next morning. W: Unfortunately, it was a typhoon day.
Text 3	M: Why don't you eat your chocolate cake, Jane? Don't you like chocolate? W: Yes, I know. But I have a problem with my bad teeth.
Text 4	M: How about my fish? W: That couldn't be better. Cooking is really your field.
Text 5	W: If you want to go to the post office, you can use my bike. M: I'm not going anywhere this afternoon. I screwed up a chemistry experiment. I'll redo it.
Text 6	M: Mary, you did not do well on the engineering test today. What was the problem? W: I was in a hurry and didn't check my answers. M: That's too bad you didn't think of that before. W: Sorry, Mr. Smith. If only I had been more careful!
Text 7	W: What, you want another day off? I'm curious to hear what your excuse is this time? You've already taken off four times for your grandfather's funeral. M: But today my grandmother is getting married again.
Text 8	W: It's almost eight o'clock. If you want to catch the nine o'clock train, you'd better go now. M: Don't worry, I'll drive to the station. W: In that case, let me come with you. You drop me off in the center of town. I'll go to the open market.
Text 9	M: I have two tickets for the concert. Will you go with me? W: But I have to stay in school to write an essay. M: Why don't we do it tomorrow? We don't have class all day. W: Oh, I forgot. Well, then.

Scripts for listening achievement tests	
Text 10	<p>W: You look worried. What's wrong?</p> <p>M: I can't solve this math problem.</p> <p>W: Why don't you ask Matthew? Math is always a piece of cake for him.</p>
Text 11	<p>M: I have always impressed upon my children that if they work hard, they will succeed in their final exams.</p> <p>W: But Mark was playing computer games.</p> <p>M: Should he do this when final exams are approaching?</p>
Text 12	<p>W: Should I buy my mom a dress as a birthday present?</p> <p>M: But Jenny already bought one for her yesterday. If you want, you can buy her a jacket.</p> <p>W: So, what would you give your mom?</p> <p>M: I think \$200 is better than anything else.</p>
Text 13	<p>W: Bob, if you can finish your homework by 6:00, I'll take you to the movie theater.</p> <p>M: I was able to do that in time. But I wanted to go to the park and play soccer.</p> <p>W: Okay, but you have to be home for dinner by 8:00.</p>
Text 14	<p>M: Hey, Mom. I'm thinking of hitchhiking in Europe this summer. What do you think?</p> <p>W: Hitchhiking? That sounds dangerous! You shouldn't go by yourself! You shouldn't go alone. You should go with a friend.</p> <p>M: Yes, I've thought of that.</p>
Text 15	<p>M: The notebooks are two dollars each, but you can buy two for three dollars.</p> <p>W: Then I'll take four.</p>
Text 16	<p>W: When will the next train leave for Beijing?</p> <p>M: There is a bus to Beijing every 30 minutes. You just missed the 10:30 bus by 7 minutes.</p>

Scripts for listening achievement tests	
Text 17	<p>W: Did you do your homework this afternoon?</p> <p>M: I'm sorry, Mom, but I'll do it tonight.</p> <p>W: Don't you remember we're going to a concert tonight?</p> <p>M: Then I'll do it tomorrow morning. It'll be Sunday, you know.</p>
Text 18	<p>W: Midwest Airlines, can I help you?</p> <p>M: Yes, what is your daily flight schedule from Chicago to Detroit.</p> <p>W: Let's see, our first flight is at 5:18 a.m. and there's another one that starts at 8 a.m. and arrives at 8:50 a.m.</p> <p>M: Okay, thanks.</p>
Text 19	<p>M: Come on, Jenny, it's already seven o'clock. We're going to be late for the movie.</p> <p>W: Don't worry, honey, we've got twenty minutes. And it will only take us fifteen minutes to get there. We'll get there in time.</p>
Text 20	<p>W: National Bank, can I help you?</p> <p>M: Yes, what are your working hours, please?</p> <p>W: We open at nine and close at four during the week, and on Saturday we close an hour earlier at three. We also close on Sundays.</p>

Question Answer	
1-5	BBBCB
6-10	AACBA
11-15	CBCBB
16-20	CBBAB



APPENDIX G

IOC FOR SEMI-STRUCTURED INTERVIEWS

Items validated by semi-structured interviews - Goal congruence

The IOC core has an index range of -1 to +1.

✓ +1 indicates that the project clearly meets the stated objective.

✓ 0 indicates that it is not clear to the project whether these measures meet the stated objectives.

✓ -1 indicates that the project clearly did not measure the stated objectives.

Sl. No.	Projects	Exper t 1	Expert 2	Expert 3	Average value	Empathy
Part A: Interest and Motivation						
1	Do you like learning English? How?	+1	+1	+1	+1	One Heart, One Virtue
2	Did you find the learning process of this English course interesting?	+1	+1	+1	+1	With one heart and one mind
Part B: Participation						
3	Do you enjoy participating in classroom activities? Why?	+1	+1	+1	+1	One Heart, One Virtue
4	To what extent can you accept the listening method of establishing patterns before listening?	+1	+1	+1	+1	One Heart, One Virtue

Sl. No.	Projects	Exper t 1	Expert 2	Expert 3	Average value	Empathy
Part III: The efficacy of Scema's theory on students' English listening skill learning						
5	How do you feel about using schema theory to understand listening material?	+1	+1	+1	+1	One Heart, One Virtue
6	How does schema theory make it easy to understand listening material?	+1	+1	+1	+1	One Heart, One Virtue
7	Have your listening skill improved after this course? How did it improve?	+1	+1	+1	+1	One Heart, One Virtue
8	Do you like to continue to understand English listening materials using schema theory? Why?	+1	+1	+1	+1	One Heart, One Virtue
Overall average		+1	+1	+1	+1	One Heart, One Virtue



APPENDIX H

SEMI-STRUCTURED INTERVIEWS

Semi-structured interview questions

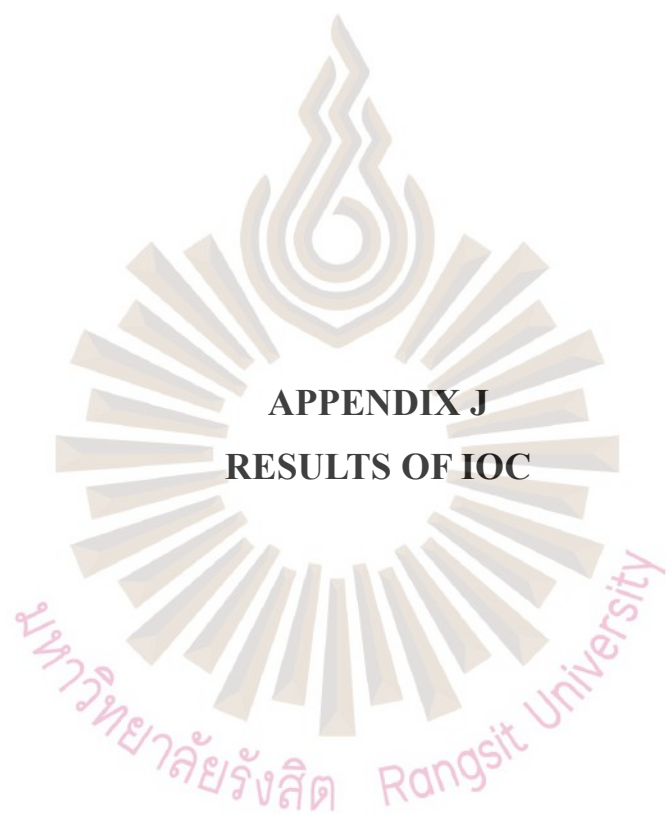
The semi-structured interview consists of 8 questions that will be used to investigate student satisfaction.

1. Do you like learning English? How?	+1
2. Do you like learning English? How?	+1
3. Did you find the learning process of this English course interesting?	+1
4. Do you enjoy participating in classroom activities? Why?	+1
5. To what extent can you accept the listening method of establishing patterns before listening?	+1
6. How do you feel about using schema theory to understand listening material?	+1
7. How does schema theory make it easy to understand listening material?	+1
8. Have you improved your listening skill after this course? How do you improve?	+1
9. Do you like to continue to understand English listening materials using schema theory? Why?	+1



Student ID	Pretest Scores (Full Score=90)	Postest Scores (Full Score=90)	Increase in test Scores	Difference ($\times 100$)
1	62	63	1	1.61
2	65	70	5	7.69
3	57	70	13	22.81
4	61	63	2	3.28

Student ID	Pretest Scores (Full Score=30)	Postest Scores (Full Score=30)	Increase in test Scores	% Difference
5	62	64	2	3.23
6	65	66	1	1.54
7	61	70	9	14.75
8	61	62	1	1.64
9	57	80	23	40.35
10	57	59	2	3.51
11	65	67	2	3.08
12	63	70	7	11.11
13	55	62	7	12.73
14	60	70	10	16.67
15	61	63	2	3.28
16	59	60	1	1.69
17	57	70	13	22.81
18	53	64	11	20.75
19	58	70	12	20.69
20	60	70	10	16.67
21	60	70	10	16.67
22	62	70	8	12.90
23	64	70	6	9.38
24	51	70	19	37.25
25	63	80	17	26.98
26	67	69	2	2.99
27	58	62	4	6.90
28	59	69	10	16.95
29	55	56	1	1.82
30	62	64	2	3.23



APPENDIX J
RESULTS OF IOC

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One Sample T-Test						
	N	Mean	Std. Deviation	Mean Difference	t	Sig.
Pretest	30	60.00	3.73	7.10	-9.082	.01
Posttest	30	67.10	5.38			





APPENDIX K
INSTRUMENT VALIDATOR

Experts in validating instruments

Slaves. No	Name	Job Title	Institution
1	Mao Zhenzhen	Senior Lecturer, Teaching Master, Grade Director	A vocational and technical college in Yunnan, China
2	Lin Haitao	Professor, Postdoctoral Fellow, Director of Research Department	A Normal University in Yunnan, China
3	Wang Ruoli	Lecturer, English Course Team Leader	A vocational and technical college in Yunnan, China



BIOGRAPHY

Name	Yue Yu
Date of birth	February 19, 1998
Place of birth	Yunnan Province, China
Education background	University of the Thai Chamber of Commerce, China Bachelor of Arts, 2020 Rangsit University, Thailand Master of Education in Curriculum and Instruction, 2024
Address	Yunnan Province, China
Email Address	3021531602@qq.com

