



**THE DEVELOPMENT OF ENGLISH READING SKILL OF  
GRADE 7 CHINESE STUDENTS USING VIDEO CLIPS  
IN YUNNAN PROVINCE, CHINA**

**BY  
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### Abstract

This study aimed to compare the English reading skill of Grade 7 Chinese students before and after using video clips and their satisfaction towards the video clips, The study employed a cluster random sampling of 40 Grade 7 students from two classes in Yunnan Province, China, with mixed gender and learning abilities. The quantitative data were collected through the English reading skill test (pre-test and post-test), as well as students' satisfaction questionnaires. The data were analyzed using a paired sample t-test for the first research objective and descriptive statistics including mean and standard deviation (SD) and thematic analysis for the second objective.

The results of the English reading skill test showed that the students in the sample group improved their English reading skill on the post-test ( $\bar{x}$ =14.93, SD= 1.54) and the pretest ( $\bar{x}$ =9.98, SD= 1.67), resulting in a mean difference of 4.95 points. Additionally, the data of the students' satisfaction indicated that all items were rated at a high level and had positive satisfaction with the use of video clips in teaching an English reading course. The mean scores were as follows: Part A, 3.88 (SD = 0.87); Part B, 3.73 (SD = 0.93); Part C, 3.83 (SD = 0.92), and average overall score was 3.81 which was at the high level. The study proved that using video clips in the English reading class was an effective way to learn English reading. Therefore, this study clearly demonstrated that the use of video clips could improve the students' English reading skills and their satisfaction.

(Total 99 pages)

Keywords: Video Clips Teaching, English Reading Skill, Grade 7 Students, Student's Satisfaction

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

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# CHAPTER 1

## INTRODUCTION

This chapter explains the background and rationale of the study, research questions; research objectives; research hypothesis; scope of the study; limitations of the study, Conceptual Framework of this Study, operational definitions and significance of the Study.

### 1.1 Background and Rational of The Study

At present, Chinese junior middle school English teaching ignores the interest of class and the acceptability of students, and the education method is blindly reading the subject, resulting in more students losing interest in English teaching, difficult to understand the content of English teaching, and difficult to obtain the ideal teaching effect. The traditional English teaching method is not innovative, and there are some problems such as inconsistent English scenes designed with the language, complex context and fuzzy level, insufficient interaction between teachers and students, etc. Students find it difficult to understand and accept the grammar they have learned, and it is more difficult to apply the grammar knowledge they have learned. As a result, students lose their interest in learning English, and English teaching achieves little effect, bringing great difficulties to junior middle school English teaching (Zhou, 2017).

For English education in China today, although English teaching has been widely valued and the quality of teaching is constantly improving, due to various factors, especially under the influence of "exam-oriented education", English teaching mostly takes impartation of knowledge as the main goal, attaches importance to students' performance, and ignores the all-round development of students. Attach

importance to the memory of ready-made conclusions and neglect the learning process. Attaching importance to the teaching of basic knowledge, neglecting the cultivation of students' listening, speaking, reading and writing language communicative competence. As a result, the language practice class became a boring class (Zhao, 2016).

In addition, for contemporary China, English is an international language and China places great emphasis on foreign language learning for its students and, in addition, makes English a heavily weighted subject in the college entrance examinations. Therefore, for many students, especially those in more remote areas, it is difficult to come to learn a foreign language with little to no language environment. English is taught as a second language at all levels of education in China. However, the desired teaching effect is rarely achieved among students. Instead, the focus is on test-oriented learning, leading to shallow knowledge. This trend hurts both students and teachers, and its negative effects can be long-lasting. (Hu, 2021)

Traditional English reading teaching pays too much attention to the indoctrination of grammar knowledge, but neglects the importance of language in practical application. In the process of learning, students can not apply the knowledge they have learned to the actual scene, resulting in poor English learning results. At the same time, due to the lack of effective learning resources, students can only acquire knowledge through textbooks and teachers' explanations in the learning process, and cannot broaden their horizons and improve their practical application ability. At present, in the teaching of reading class, some teachers extract and list the key phrases and sentence patterns in the text, explain their collocation and usage in isolation and expand them. Students passively memorize its usage and complete the accompanying exercises designed by the teacher (Lv, 2023).

In the era of rapid development of the internet, junior high school students use internet resources relatively frequently. In junior high school English reading teaching activities, English teachers can make use of internet tools to help students learn English course chapters in a multi-faceted way under the media environment,

which can break through the limitations of time and space in the traditional physical classroom reading teaching. In addition, it can effectively enrich and enrich English teaching projects. English teachers can use video clips as teaching AIDS to guide students to realize the in-depth development and expansion of thinking in the process of reading learning, so as to open up a second reading class and improve students' reading ability. Therefore, using video clips from network resources to carry out junior high school English reading teaching can significantly enhance the effectiveness of classroom teaching, break through the time and space limitations of traditional physical classes, and significantly improve the quality of students' disciplinary thinking (Zhu, 2023).

Reading is a kind of ability, but also a process. For an English reading, the teacher divides it into three parts, preview, during class and after class. Especially, we should pay attention to preview before class, because the perfect beginning is half of the success of a class. According to the teaching objectives, course objectives, teaching syllabus and students' learning situation, the teacher carefully makes short videos suitable for students' learning as a preview before class. The short videos mainly combine subtitles and dubbing to bring strong visual impact to students, attract students' eyes, grasp the background of characters in reading, and intercut key words and phrases in reading. Let students be familiar with the words in advance, so as to remove the obstacles of words for students in English reading, and make it easier for students to read smoothly (Song, 2023).

According to Song Quan, The use of short videos can play a good auxiliary role in teaching, combining videos, subtitles and cartoon characters to interpret English reading into a series of story works. Short stories are more charming, in line with the characteristics of young students' curiosity, attracting students' attention and giving them different movie-watching feelings. When guiding students to watch short videos, the teacher will give appropriate explanations, so that students can understand grammar, knowledge points and positive thinking. The combination of teacher teaching and short video video-assisted teaching will more easily promote students' understanding and absorption of new knowledge, which is in line with students' memory rules.

To sum up, the development of the times and the progress of science and technology are bound to bring the reform of teaching. In the future, it will be an era of information technology. The adoption of video clips as a new media for teaching brings new opportunities to education. Through video clips, students can experience the fun of playing middle school, so that students have a vivid understanding of the rigid textbooks. In addition to improving students' English reading ability, it also enhances students' interest in learning English. Therefore, the researcher used video clips to improve the English reading skills of seventh graders in Yunnan Province, China.

## **1.2 Research Questions**

1.2.1 Would the video clips can improve the English reading skill of Grade 7 Chinese students in Yunnan province?

1.2.2 Would grade 7 Chinese students be satisfied with the use of video clips in learning English reading skill?

## **1.3 Research Objectives**

1.3.1 To compare the English reading skill of Grade 7 Chinese students in Yunnan province before and after using video clips.

1.3.2 To investigate Chinese students' satisfaction of grade 7 in Yunnan province toward the use of video clips.

## **1.4 Research Hypothesis**

1.4.1 The English reading skill of Grade 7 Chinese students in Yunnan province might be higher after using video clips.

1.4.2 The grade 7 Chinese students in Yunnan province would be satisfied with using the video clips in learning English reading skill.

## 1.5 Scope of The Study

### 1.5.1 Location of The Study

The study was conducted at a middle school in the Yunnan province of China. The school was a middle school with 2038 students and 155 teachers. Figure 1.1 shows the location of the study school.



Figure 1.1 Location of Study School

Source: Wikipedia, 2023

### 1.5.2 Population and Sample

**Population:** The target population of this study has 200 students in 5 classes (40 students in one class) of grade 7 Chinese students in Yunnan Province, China. They ranged in age from 12 to 14, were mixed and had different English skills.

**Sample:** The researcher selected a class of grade 7 Chinese students as the sample group (40 students) through cluster random sampling. They were the same grade were mixed and had different English skills of students, and the ratio of men to women was also about the same.

### 1.5.3 Time Frame

The study was conducted in the first semester of January 2024. The teaching experiment lasted for 4 weeks. The class session was conducted once a week. Four lesson plans of 80 minutes were designed. Table 1.1 below shows the timeline of the study.

Table 1.1 Timeline of the study

Activity	Jan 2024	Feb 2024	Mar 2024	Apr 2024	May 2024	Jun 2024	Jul 2024	Aug 2024	Sep 2024	Oct 2023	Nov 2023	Dec 2023
Research Proposal												
Data Collection												
Data Analysis												
Report Writing												

### 1.5.4 Content of Lesson Plans

For the research, the researcher design 4 lesson plans for 4 lessons, two classes a week (one lesson plan = 80 minutes), each class 40 minutes. Table 1.2 below shows the theme of the lesson.

Table 1.2 Content of the study

Time	Lesson Plan	Topic	Teaching Activities
Pretest			
1	Lesson Plan 1	Hobbies	Ask students to watch the video clips about hobby to summarize the main idea of the passage.
2	Lesson Plan 2	Online Shopping	Ask students to watch the video clips about online shopping to summarize the main idea of the passage.
3	Lesson Plan 3	Talent	Ask students to watch the video clips about talent to summarize the main idea of the passage.

Table 1.2 Content of the study (Cont.)

Time	Lesson Plan	Topic	Teaching Activities
4	Lesson Plan 4	A Healthy Lifestyle	Ask students to watch the video clips about healthy lifestyle to summarize the main idea of the passage.
Post-test			

## 1.6 Limitations of The Study

1.6.1 This study focused on the 7th grade students of a public school in Yunnan Province, China. Therefore, the findings not apply to all types and levels of students.

1.6.2 The study period was limited, and studied only about reading skill and satisfaction. Therefore, the result maybe differences if has more longer time and has more dependent variable.

## 1.7 Conceptual Framework of The Study

The research consisted of two variables namely; independent variable and dependent variable. The independent variable in this study included the use of video clips teaching method, and the dependent variable in this study were students' English reading skill and students' satisfaction with using video clips teaching method.

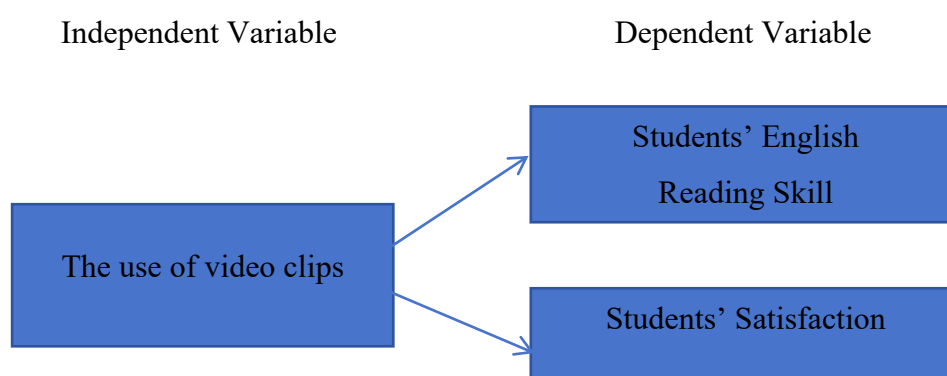


Figure 1.2 Independent Variable and Dependent Variable

## 1.8 Operational Definitions

**The use of video clips teaching** means that teachers choose corresponding cartoon video clips from Baidu for teaching according to the teaching content and students' learning progress. Teachers use video clips combined with textbook content to show the teaching content more intuitively, so that students can read English texts more easily. Thus stimulating students' learning motivation and attracting learners' attention. There are five steps for teaching, including Lead-in, Pre-reading, While-reading, Post-reading and summary.

**English reading skill** refer to the student in the sample group could improve in the scores in reading ability in scanning and skimming by using video clips. English reading is an important part of English learning. For Grade 7 Chinese students, they are expected to understand the main theme and central idea of the passage. There were evaluate students' English Reading skill through pretest and posttest.

**Students' satisfaction** refers to the students' feelings and opinions in English reading class through the use of video clips teaching method. For this study, the researcher investigated the students' satisfaction through the questionnaire from 5-point of Likert scale including students' interest, engagement, and efficiency, each with 5 questions, totally 15 questions.

**Grade 7th Chinese Students** refers to the students in a middle school in Yunnan Province, China. The researcher would take one class of students from grade 7 as the sample, and they ranged in age from 12 to 14 years old.

## 1.9 Significance of the Study

1.9.1 Using video clips improved the English reading skill of Grade 7 students in Yunnan Province, China. China. So that we can apply this for teaching others skills.

1.9.2 The result of this study shown that the using of video clips could motivated the students to learn in English reading. So that the English reading class can apply this study for motivated students in activities class.

## **CHAPTER 2**

### **LITERATURE REVIEW**

This chapter presents the important of English language in China, The English curriculum in China, The Development of English teaching in China, The English reading skill in China, The satisfaction toward the teaching, Related Theory and Related research, which are stated in the following order:

- 2.1 The importance of English language in China
- 2.2 The English curriculum in China
- 2.3 The Use of Video Clips in English Teaching
- 2.4 The English reading skill in China
- 2.5 The satisfaction towards the English read teaching
- 2.6 Related Theory
- 2.7 Related research

#### **2.1 The Importance of English Language in China**

English is the main international language and the most widely used language in the world today. Learning English is undoubtedly an indispensable course for contemporary people. The importance of English is self-evident. With the development and progress of society, China began to gradually go international. In China, English has a great influence on economy, education and culture. There are some important of English language in China as follow:

##### **2.1.1 The Impact of English on The Chinese Economy**

The role of business English in economic development is self-evident. In trade negotiations, order agreement, logistics negotiation, technical exchange, patent

sharing, product promotion, service trade, international law and other fields, Business English is the most important medium and bridge to realize the connection between China's economy and the world economy and promote China's economic integration into the world. We will allow more Chinese companies to participate in the international market and make Chinese goods and services more competitive in the market. In the context of global integration, China's economy cannot be separated from the world market, and the development of the world economy needs China more. Economic trade has a great impact on China and the world. Language is the most important tool. As the world's largest common language, business English plays an important role in economic activities. Only by giving full play to the function of business English and making use of business English human resources can China's economy be more closely connected with the world economy, let the world know more about China, and let China better go to the world (Ouyang, 2020).

With more and more foreign-funded enterprises entering the Chinese market, a large number of English professionals are needed to meet the needs of social development. Colleges and universities need to look outwards, connect school English majors with local social and economic development, meet the needs of modern society for talents, and serve the economic and social development (Li, 2019).

### **2.1.2 The Influence of English on Chinese Education**

In the process of education and teaching reform in recent years, China has strengthened the emphasis on English teaching in primary school. More and more schools have promoted the efficiency of English teaching in primary school under the influence of the policy. In the development process of the new era, English has become a very popular language, which is widely used in the development process of the current society. At this age, primary school students have extraordinary talent for language and can master language learning skills in a relatively short time. Therefore, more attention should be paid to English teaching in primary school. This is not only the needs of the social times, but also can lay a solid foundation for students' future development (Sun, 2019).

China's education policy clearly states that learning and mastering a foreign language, especially English, is one of the prerequisites for qualified citizenship in the 21<sup>st</sup> century. In China, English is a compulsory course and the longest subject taught in schools, an important part of students' grades, and a key stepping stone for universities (Lu, 2019). With the improvement of China's status in the world, both in work and life, the use of English is more and more widespread, the demand for English talents is also growing, and the emphasis on English education is becoming more and more prominent. In schools, English has become a professional course on a par with Chinese, mathematics, high school entrance examination, college entrance examination, and even postgraduate entrance examination.

### **2.1.3 The Role of English in Chinese Culture**

The purpose of English education is to enrich students' cultural knowledge through language learning, to form society, the country, the world and their own positive awareness, to have superior verbal skills, And have independent thinking, high spirit and practical ability of cross-cultural talents. The essence of English education and its value determine the historical destiny of the English discipline, and determine that "culture" is the ultimate destination of language transformation (Zhu, 2021). Through the study of English, we can learn about Western politics, economy, military science and technology, etc. At the same time, through English, we can also spread the excellent traditional Chinese culture to the world, promote the construction of the international communication capacity of Chinese culture, and show China to the world (Sabaheti, 2023). College English teaching can not only improve students' English level, promote their own development, but also understand the current economic and technological strength and cultural soft power of some foreign countries. At the same time, through in-depth understanding of traditional Chinese culture, students can communicate and spread Chinese culture in English, enhance the international influence of Chinese culture, and promote the all-round development of Chinese culture.

## 2.2 The English Curriculum in China

In the Chinese education system, English curriculum begin in the third grade of primary school. In the third grade, students begin to learn English formally and systematically in the classroom (The Ministry of Education of the People's Republic of China, 2023) In China, English courses are a very important subject in primary, middle and high schools. Especially in today's exam-oriented era, English, as one of the three major subjects, accounts for a large proportion, so English classes are very important in China.

The content of English curriculum consists of themes, discourse, language knowledge, cultural knowledge, language skills and learning strategies, etc. Theme teaching is the key element to implement English core literacy under the background of new curriculum standards. Unit topic teaching is an innovative educational concept and tool, which can effectively integrate the loose knowledge and shallow thinking in learning, help students grasp the essential content of the subject, and provide thinking paths and action guides to solve problems from the real situation. It is an important bridge to realize the core literacy of the subject in the new era (Xiao, 2024). At the same time, it is emphasized that teaching should focus on these elements, and promote the sustainable development of students' core literacy in the inheritance of compulsory education through learning, understanding, application practice, transfer and innovation (Ministry of Education of the People's Republic of China, 2022).

English class is the best position to cultivate students' English listening, speaking, reading and writing ability. Teachers should make full use of English class to impart English knowledge, help students understand English culture, and improve their core qualities in language input and output (Ji, 2023).

### 2.2.1 English Curriculum in Modern Schools of China

Primary school English is a foreign language enlightenment subject for students, which plays a crucial role in students' future foreign language learning. It is necessary to cultivate students' strong interest in English learning and good English

learning habits at this stage. At this stage, if students cannot stimulate their interest in learning or even make students tired of learning, it will cause great pressure on students' future foreign language learning. In order to popularize English to the primary school in an all-round way, teachers need to adopt rich teaching activities to cultivate students' interest and improve the quality of English education in primary school with students' favorite teaching methods (Jiang & Chen, 2023). In primary school English teaching, the teacher's teaching is to help students master the necessary English knowledge through teaching and improve their ability to use English knowledge to communicate; Student learning refers to the process in which students learn English knowledge and skills under the organization and guidance of teachers and improve their learning ability and core literacy of subjects.

The junior high school stage is the link between the previous and the next stage of students' development. Consolidating the foundation of students' junior high school learning is of great significance to students' future learning and development. Xu (2024) proposed that combined with the characteristics of junior high school education as basic education, junior high school English teaching must face all students, and strive to make all students can participate in it, so that students can learn and gain something. English teaching in junior middle school should be student-centered and play the main role of students in class. In English teaching, junior middle school English teachers should pay attention to the teacher's leadership and students' subjectivity, return the classroom to students, and help students realize independent learning and exploration (Xiao, 2024).

High school English teaching pays more attention to the cultivation of students' language ability. English learning is not simply based on the study of words or grammar. The teaching discourse is longer, the content is rich and the scope is wider, which puts forward higher requirements for students' English level. So as to realize the comprehensive learning of English. Secondly, the "student-centered" teaching mode can scientifically integrate extracurricular and in-class knowledge, broaden the scope of high school English classroom teaching, improve teaching efficiency, and give greater play to students' learning autonomy (Wu, 2023). Therefore, in high school English classes,

teachers should combine the learning of extracurricular English content, and students' ability to analyze and solve problems has been fully trained, simultaneously improving students' ability to use English knowledge.

In China, all teaching materials are arranged according to the new curriculum standard, which is the basic standard and quality requirement of the basic education curriculum. The "New curriculum standard" clearly puts forward the requirements of "a curriculum evaluation system that takes students as the main body and promotes their comprehensive, healthy and individual development", and emphasizes the subjective positioning of students in senior high school English courses.

Taking English reading as an example, reading is the integration of all kinds of English knowledge, including words, sentence patterns, grammar, etc. can be learned in reading teaching, so it is of great benefit to the development of students' core qualities. As an input activity, reading is also the basis of collaboration. Under the background of education reform, reading teaching occupies a very important position in junior middle school English teaching. Teachers can use some teaching methods that are more in line with students' interests, such as situational teaching method and group cooperation, to catch students' attention. The traditional teaching method often adopts the method of word-by-word reading. The teacher leads the students to browse a sentence, translate a sentence, and at the same time learn the new words, grammar and sentence patterns in the sentence, which is difficult to attract the students' interest and the teaching effect is not good. The situational teaching method can restore the vivid situation in the classroom, which can make the original boring reading interesting, and students will naturally be more willing to participate in it (Niu, 2024).

### **2.2.2 English Curriculum's Goals in China**

To sum up, by taking English courses, students should achieve the following four goals. They are developing language ability, cultivating cultural awareness, building thinking capacity and enhancing learning ability.

1) Developing language ability means that teachers teach English knowledge courses to students, cultivate students' understanding of the similarities and differences between Chinese and English, gradually build English language sense, and increase the use of language for meaningful communication and exchange.

2) Cultivating cultural awareness means that through learning English courses, students can understand the excellent cultures of different countries, compare the similarities and differences of cultures, cultivate the ability of cross-cultural communication, and form a positive aesthetic taste and correct values. Build an international perspective and the confidence to share your own culture.

3) Building thinking capacity means that through learning English, cultivating students' thinking ability is helpful to improve their language level and enhance the effect of English learning in the cultivation of thinking ability. Students will be able to see and understand the world from different perspectives, and such methods of observation will help them gain a deeper understanding of the cultural and social context behind the language. In addition, by learning the language, students will learn to support their opinions based on evidence and facts, which helps to develop their logical thinking and dialectical thinking. By communicating with others and discussing topics in English, students will constantly challenge their thinking and develop innovative thinking in the process.

4) Enhancing learning ability means to help students establish correct English learning goals, maintain continuous interest in English learning, and actively participate in language practice activities; Try to use English boldly in the learning process; Learn to explore things actively, but also willing to cooperate with others, help each other; Learn to reflect and evaluate, and adjust learning methods as needed; Learn self-management and improve learning efficiency.

According to level goals of language ability, grade 7 students will be able to identify meaning expressed by different intonations, rhythms, and other phonetic features; listen and understand short oral texts with clear articulation of slow speech speed, and obtain key information; accumulate idiomatic expressions commonly used in everyday life and basic expressions for information exchange; accumulate commonly used word collocations; record key information from the text content and understand and briefly

summarize the main content as a whole after listening, reading, and watching; make inferences about people, places, and events based on key words heard or read; use the learned language to engage in everyday communication with others about relevant themes, with generally correct pronunciation, intonation, and wording and generally in a coherent way (Ministry of Education of the People's Republic of China, 2022).

For the level goals of cultural awareness, grade 7 students will be able to develop an initial understanding of the concept of “a global community of shared future” and of globally shared values; obtain and summarize information about Chinese and foreign cultures from short texts, learn about different cultures, respect cultural diversity and differences, and make their own judgments based on understanding of the concept and cultural comparisons; develop awareness of the importance of effective cross-cultural communication and exchange; be open-minded to culturally diverse activities and things; understand the basic etiquette, manners, and communication styles of people in different countries; understand and appreciate the connotation of fine Chinese and foreign cultures; appreciate the humanistic and scientific spirits and values about physical work embedded in the learned short texts, and appreciate the traditional virtues in Chinese and foreign social life (Ministry of Education of the People's Republic of China, 2022).

For the level goals of thinking capacity, grade 7 students will be able to identify development and change of events in the text, identify the correlation between information, and grasp the overall meaning of the text; identify cohesive means in a text, and judge the logical relationship between sentences and paragraphs; extract, organize, and summarize key information, main content, ideas, and opinions of longer texts, and judge the similarities, differences, and connections of various information; infer characters' psychological and behaviour motives, and infer simple logical relationships between information based on the text; make reasonable challenges to the content or opinions in the text; think independently based on different information, evaluate the text content and the author's opinions, and give reasons (Ministry of Education of the People's Republic of China, 2022).

The last part is about the level goals of learning ability, grade 7 students will be able to have a sustained interest in English learning and generally clear learning needs and goals; develop a proactive learning attitude and strong self-confidence; set up clear English learning goals and plans, arrange learning tasks reasonably, and take the initiative to preview and review; organize and summarize the learned content, and grasp the key points and difficult points; actively collaborate with others in learning activities and work together to complete learning tasks (Ministry of Education of the People's Republic of China, 2022).

### **2.2.3 The Requirements of Grade 7 English Curriculum in China**

On July 24, 2021, the General Office of the CPC Central Committee and The General Office of the State Council issued the Opinions on Further Reducing the Burden of Homework and Off-campus Training for Students in Compulsory Education. Under the background of the implementation of the "double reduction" policy, we should not only pay attention to the students' behavioral burden and mental burden, but also pay attention to the teachers' burden. Since the implementation of the "double reduction" policy, the anxiety of primary and secondary school teachers has undergone complex changes. (referred to as the "double reduction" policy) (Niu, 2024).

In the context of double-reduction, the classroom teaching time available to teachers is relatively limited. Therefore, in order to ensure the progress of classroom teaching, most teachers still follow the teaching mode of teacher-speaking and pupil-listening, which takes up two-thirds of the English class. Therefore, the time and frequency of interaction with students are constantly reduced, and the participation time of students in English class is also constantly reduced (Deng, 2023).

The "double reduction" policy requires teachers to implement the new curriculum reform concept in English classes, optimize the design, process, initiative and effectiveness of English teaching, and effectively improve the teaching quality and activity effect of English classes. It can be seen that the "double reduction" policy

requires teachers to provide a high-quality, valuable and effective activity platform for junior high school students' English cognition, and scientifically release junior high school students' subjective initiative and collective development power. Therefore, the "double reduction" policy requires English teaching to reduce the burden and improve the quality, to solve all teaching tasks in class teaching, to provide sufficient time for junior high school students' after-class activities and social practices, and to enrich their after-school life (Zheng, 2023).

English teaching in middle schools emphasizes planning, and the teaching content of each lesson must include training objectives such as knowledge and skills, process methods and emotional attitudes, so as to ensure the learning quality of students. Teachers need to formulate detailed teaching plans according to the three-dimensional objectives of the course and design execution strategies for each step, so as to implement the prerequisites for effective teaching. Middle school English curriculum mainly includes listening, speaking, reading and writing four skills, in addition to cooperation, practice, innovation and other skills training objectives. In the traditional teaching mode, the form of skill training that students can receive is very simple. Taking English reading as an example, students may only translate, understand and recite the text, and these learning processes are still completed under the guidance of teachers, and students' thinking ability and discussion ability have not been effectively developed.

In order to effectively improve the efficiency of junior middle school English teaching under the background of double reduction, teachers need to establish appropriate teaching guidance methods, pay attention to the development of students' learning ability, and constantly improve students' independent learning ability, so that students can fully understand and absorb knowledge in class. The implementation of the double reduction policy requires teachers to be more competent in English teaching. Make full use of classroom teaching time to achieve various teaching objectives in class to the maximum extent, and do not leave too many learning tasks to students after class (Wang, 2023).

### 2.2.4 Content of Grade 7 English Curriculum in China

The content of the English curriculum consists of six components: thematic contexts, text types, language knowledge, cultural knowledge, language skills, and learning strategies. For Grade 7 students, follow the content requirements below.

Table 2.1 Grade 7 English Curriculum

The components of English curriculum	The content of the English curriculum
1. Thematic Contexts	<ol style="list-style-type: none"> <li>1. Life and learning.</li> <li>2. Social services and interpersonal communication.</li> <li>3. Environmental protection.</li> </ol>
2. Text types	<ol style="list-style-type: none"> <li>1. Monologues and everyday dialogues.</li> <li>2. Narrations, such as stories, simplified novels, biographies, and fairy tales.</li> <li>3. Expositions, such as short introductory texts, explanations of procedures.</li> </ol>
3. Language knowledge	<ol style="list-style-type: none"> <li>1. Understand phonetic features' functions in language learning and their meaning-expressing functions in context.</li> <li>2. Understand that English vocabulary consists of words, phrases, idiomatic expressions, fixed combinations.</li> <li>3. Develop initial awareness of the fact that grammar is a unity of form, meaning, and use, and be clear that the purpose of learning grammar is to use grammar knowledge to understand and express meaning in context.</li> <li>4. Understand the main purpose, structural features, basic linguistic features, and ways of organizing information of narrative texts.</li> </ol>
4. Cultural knowledge	<ol style="list-style-type: none"> <li>1. Basic manner and etiquette of receiving people in major countries of the world; cultural heritage and mutual respect among people.</li> <li>2. Significant figures with valued character traits from China and other countries and their deeds.</li> <li>3. Outstanding Chinese and foreign artists and their</li> </ol>

Table 2.1 Grade 7 English curriculum (Cont.)

The components of English curriculum	The content of the English curriculum
	representative works, as well as the moral values of these works.
5. Language skills	<ol style="list-style-type: none"> <li>1. Identify the theme, main idea, and key points of spoken texts.</li> <li>2. Fluently read aloud short texts in their entirety, and retell the general information briefly.</li> </ol>
6. Learning strategies	<ol style="list-style-type: none"> <li>1. Set clear English learning goals and plans, and monitor, reflect on, and adjust them.</li> <li>2. Activate and make connections with existing knowledge.</li> </ol>

Source: Researcher

## 2.3 The Use of Video Clips in English Teaching

### 2.3.1 Definition of the Video clips

There are some definitions of the video clips in English teaching as follow:

Zhang (2017) said that video clips are 3 to 5 minutes long, suitable for viewing and display on all terminals, short and concise, with news, commentary and entertainment.

Wang, He, and Zhu (2013) said about online courses take the lead in applying video clips to the field of education and teaching. The development of video clips will inevitably affect the teaching and learning of video clips. This kind of teaching and learning based on video clips is called video clip teaching.

Lang (2023) said that teachers need to dig deep into teaching resources, accumulate more videos, pictures, audio, animation and other content related to the course, and comb and integrate them, and finally form a rich and interesting video clip.

Wei (2023) said that video clips have become an important part of English classroom teaching, enriching the teaching resources of English listening and speaking class and diversifying the teaching methods. Through novel teaching methods, the thinking of both students and teachers can be further expanded.

Therefore, the biggest characteristics of video clips are: short time, fine content, and improve public participation. Compared with traditional teaching resources, video clip teaching can stimulate the senses, make abstract knowledge interesting, and improve classroom efficiency and student participation. In this study, the researcher make use of the short and concise features of video clips, and at the same time, according to the requirements of English curriculum standards, students' cognitive rules and discipline rules, select video clips with clear knowledge and easy for students to learn to improve their English reading ability.

### **2.3.2 The important of video clips in English teaching**

The application of video clip in junior middle school English teaching has positive teaching significance. Ding (2023) proposed that video clip can improve students' comprehensive ability. Video resources contain a large amount of content, which can present richer teaching content, so that students can intuitively learn and understand. Students can independently explore the knowledge content in the video resources, successfully break the traditional teaching mode, and help students to comprehensively cultivate and improve various abilities. At the same time, it can fully highlight the students' classroom learning subjectivity.

Therefore, teachers must attach importance to guiding students to pay full attention to classroom learning, and innovate teaching methods, teaching methods and teaching languages to promote students' active learning.

In traditional junior middle school English teaching, teachers mostly use direct language to teach, which is difficult to arouse junior middle school students' interest in learning, English knowledge itself is rather boring, and junior middle school

students' self-control ability is relatively weak, if we cannot mobilize their enthusiasm, it is difficult to achieve efficient classroom teaching. Therefore, English teachers need to use Internet technology to innovate teaching methods and enrich the content of videos, so that they can better attract students' attention. Lang (2023) said that teachers can enrich the content of micro-class videos through various channels, such as using the Internet to find video materials, collect other excellent teachers' course videos, teaching cases, etc., and organize these materials into video clips

There are some benefits by using video clips in English teaching:

1) The use of vivid video clips can stimulate students' interest in learning English. Rich and diverse videos can attract students' attention, stimulate their brains and senses, and make students more interested in English learning. Wonderful videos can also deepen students' impression on what they have seen, make students master the content they want to learn faster, enhance their learning motivation, and improve their language application ability (Wei, 2023). Junior high school English education is very abstract and difficult to master, and its syntax and grammar integrate some western thinking. Chinese students often cannot understand this way of thinking when learning, which may lead to the use of grammar errors and other problems. In particular, students with poor English learning ability will have no interest in English learning, but they can feel the effect of English learning. Junior high school English classes are very stressful, and many students have little exposure to English in primary school, so it is relatively difficult to learn a new and unfamiliar language. However, through the video teaching method, students can learn middle school English knowledge by watching short videos, which can effectively stimulate students' learning interest. In addition, for the abstract content that is difficult to understand in middle school English teaching, teachers can use teaching resources to convert it into simple and easy to understand images or videos, so that students can learn English knowledge more intuitively.

2) Use video clips to enrich English classroom teaching content. In the limited classroom teaching time, the maximum use of classroom teaching resources, enrich the middle school English classroom teaching content. The importance of junior Middle School English classroom teaching using video teaching

resources to enrich classroom teaching content requires teachers to construct on the basis of traditional teaching content and textbooks. On this basis, through improvement and innovation, the classroom teaching content is really enriched. In order to better meet the needs of middle school English teaching under the current background, improving the practicability of English video teaching can also improve the effectiveness of English classroom teaching (Wang, 2022).

3) Using video clips to teach English can improve students' English vocabulary. In the past middle school English vocabulary teaching, teachers used the method of asking students to read aloud the meaning of the answers, and assigned students to recite English vocabulary homework. Most of the memorizing methods are boring, which is not conducive to the development of English vocabulary teaching and brings certain learning pressure to students. The use of micro-video teaching resources in junior middle school for English vocabulary teaching can effectively change this situation, and the use of micro-video teaching resources can make vocabulary teaching more colorful. Teachers combine English vocabulary with relevant pictures and articles to present them intuitively in class, and stimulate students' auditory and visual experience at the same time. In addition, it can make vocabulary teaching interesting. This situation will help students memorize English vocabulary.

### 2.3.3 Video Clips in Teaching

Teachers can use some interesting video clips resources in English class to guide what they have learned in this class, so that students can import what they have learned in the process of watching videos, make the class interesting, let students learn in this relaxed atmosphere, and enhance students' interest (Wei, 2023).

Due to the limited teaching time and tight class schedule, we must choose a teaching method that not only stimulates students' interest in English reading, but also helps students develop good English reading habits. Zhou (2023) said that video clip resources can speed up the teaching pace and increase the classroom teaching capacity. Under the traditional teaching mode, the teaching content mainly relies on oral explanation and written blackboard writing by teachers, and the classroom teaching

rhythm is slow and the capacity is small. The use of video clips can greatly improve teachers' teaching efficiency and students' learning efficiency, and increase classroom teaching capacity. Introducing video resources into English teaching is an effective way to increase students' learning interest and improve classroom teaching effect.

Before reading, the teacher will guide students to watch the video clips about the theme of the reading content, in order to effectively stimulate students' interest in English class participation and by watching video clips, guide students to preliminarily know and understand the content of reading. In addition, students can learn the key vocabulary of this section in the video clips. In this way can we fully grasp the enthusiasm and initiative of students' classroom participation. Meanwhile, after the students watched the video clip, the teacher asked, "What did you learn from the video clip?" In class, students take the initiative to communicate with their classmates according to the questions raised by the teacher. This not only increases students' interest in learning English, but also arouses students' enthusiasm and makes them more willing to share their ideas in class. At the same time, it also enhances the students' understanding of vocabulary and makes a good preparation for learning the reading content.

During reading, in order to improve the classroom teaching effect of junior middle school English reading, teachers can organically combine video clips with the content of English textbooks, reproduce the situations mentioned in the teaching materials in the form of videos, make the English content more vivid, and deepen students' understanding and memory of the course content. When teaching "An old man tried to move the mountains", the teacher can let the students watch an animated video of Yu Gong moving the mountains, through which they can understand the content of this lesson. Moreover, the teacher should put the course content in the video in the form of subtitles. Students can relate the content of the course to the video stories, so as to better understand the meaning of English stories. Teachers use multimedia equipment to present the course content in front of students in the form of video clips, reproduce the course situation, reduce the difficulty of learning, so that students can master English knowledge more easily.

Therefore, the use of video clips in junior middle school English teaching can not only highlight the subjectivity of students' classroom teaching, but also have a strong teaching advantage. Video clips can effectively improve the teaching effect, improve students' comprehensive English ability and cultivate students' interest in English learning.

## **2.4 The English Reading Skill in China**

As a universal language, English plays an important role in modern society. With the continuous development of globalization, the importance of English has become increasingly prominent, and middle school students are one of the important groups to cultivate English reading ability. The cultivation of English reading skill not only contributes to their academic success, but also helps them better adapt to the diversified social environment in the future.

### **2.4.1 The Importance of English Reading Skills**

Through reading, students can come into contact with a rich vocabulary, a variety of sentence patterns and authentic expressions, so as to improve their English level imperceptibly (Lin, 2024). With the development of economic globalization, the communication between countries is getting closer and closer. As an international language, English plays an increasingly important role and English learning becomes more and more important. English has always played an important role in both economic and cultural exchanges. Under this development trend, cultivating students' English reading ability and improving students' English application ability have become the main goals of English teaching (Wu, 2024). Therefore, reading, as a quick way to master language, is an important way and key measure to improve students' English application ability. In the process of English teaching in middle school, teachers should pay special attention to the improvement of students' reading skill.

Tu (2023) has proposed that reading ability plays an important role in the cultivation of students' thinking ability, interdisciplinary thinking and cultural awareness. First, reading ability can promote the development of students' thinking ability. Through reading, students can accumulate a lot of knowledge and information, broaden their horizons, and improve their ability to analyze and judge problems. What's more, reading can cultivate students' critical and creative thinking, enabling them to think deeply and come up with new insights. Therefore, as an important part of English teaching, reading teaching plays a vital role in cultivating students' language ability, thinking quality and comprehensive accomplishment.

Skimming and scanning are the two most important skills in reading class. According to Fan (2019), Skimming is to quickly scan the text to get the general idea, while scanning is to find the specific details you need in the whole text, without paying attention to irrelevant content. Therefore, scanning is suitable for skimming articles, newspapers, magazines, etc., for general information, while skimming is suitable for detailed reading such as timetables and manuals. But in English reading class, both complement each other and help students find the most basic information.

In general, English reading skills are the basis for the development of English learners' other language abilities. Reading plays an important role in students' English learning. Reading can not only cultivate students' sense of English language, but also promote vocabulary accumulation and improve their writing level. It is of great help to cultivate students' comprehensive English ability and is the main means and effective way to learn English well.

#### **2.4.2 Problems in the Current Teaching of English Reading Skill**

There are some problems in current teaching of English reading skills as follow:

- 1) English teaching form is single. In the teaching of reading, the teaching design is limited by the teaching materials, there is no introduction of high-quality extra-curricular resources, the study of the teaching materials is not deep

enough, and the teaching content is difficult to stimulate students' interest in English learning (Jiang, 2024). In terms of teaching forms, many teachers only design and organize teaching activities based on personal experience, and habitually explain texts in parts, without analyzing the logic and structure of texts as a whole, or considering whether the teaching methods meet students' actual learning conditions and development needs. As a result, students pay only attention to the vocabulary and sentence patterns in the texts, and their thinking ability and innovation ability develop slowly.

2) The objective of reading teaching is not clear and the students' main position is ignored. In today's era, reading teaching covers a variety of content, forming a variety of teaching forms. Teachers are unable to clarify the main objectives of reading teaching, the main vocabulary that students need to master, and the key knowledge and grammar content that they need to master, so that students form wrong learning concepts and cannot fully grasp the content of the teacher in class, which leads to confusion in the teaching process and fails to achieve good teaching effects (Zhang, 2023). Teachers often form wrong teaching concepts, thinking that students learn knowledge only to cope with exams and meet parents' learning requirements for students, ignoring students' main position in the classroom teaching process, and still paying attention to the teaching principle of teachers' main body, so that students form wrong learning states and passively accept the knowledge taught by teachers, which seriously affects the quality of classroom teaching. It weakens the students' subjective initiative in learning, hinders the improvement of their independent learning ability, and reduces their learning efficiency.

3) Lagging teaching idea. A large number of students participate in English reading activities, but English teachers tend to ignore the differences of students in the process of teaching knowledge, and make use of modern information technology in teaching work, without in-depth exploration of classroom teaching concepts, which has occupied the main position of teaching, and simply imparting theoretical knowledge to students (Gong, 2023). As a result, students do not pay too much attention to the theoretical knowledge of English, which directly affects the learning effect of students, resulting in students unable to find the deficiency of English learning ability in the form of reading.

### 2.4.3 The Development of English Reading Skills

In order to develop students' English reading skills, researchers can combine the following ways in teaching.

1) Using video clips to cultivate students' reading habits, so as to improve their English reading ability. "New Curriculum Standards (2022)" clearly states: "In the process of English teaching, it is necessary to improve English reading ability, and on this basis to develop good English reading habits. Therefore, English teaching should pay attention to cultivating students' reading habit and reading ability. For example, when teaching College Students, teachers can show students video clips about college students, which is helpful to stimulate students' interest in learning. First, teachers should guide students to understand the content of the article and the emotion that the author wants to express. Secondly, teachers should guide students to analyze the content of the article. Finally, teachers should guide students to use what they have learned to get information quickly. This can help students develop good reading habits and improve English reading skills.

2) Use video clips to enrich students' English reading content. In order to effectively mobilize and cultivate students' interest in reading, teachers should reasonably select reading materials according to the psychological characteristics and learning stages of middle school students (Peng, 2023). For example, in teaching "What do you need to know about animals?" Teachers can guide students to watch video clips about animals and read articles about animals. You can use video clips to learn about animals and key vocabulary in the passage. At the same time, the use of video clips to show students more knowledge that the textbook does not have to expand the content of students' knowledge. This not only stimulates students' interest in students, but also improves reading skills.

3) Use video clips to develop extracurricular reading activities. Carrying out extracurricular reading activities can make students have a deeper understanding of culture in reading, and improve their interest and initiative in learning English (Julia, 2023). For example, when teaching Friends and Happiness, the teacher can let the students watch the video clips of Forrest Gump in the after-class activities, and answer several questions designed by the teacher to learn the knowledge of American

culture contained in the movie. Through extracurricular reading activities, students can deepen their understanding of English textbook knowledge, and improve their interest and initiative in English learning. So as to improve English reading ability.

To sum up, the cultivation of junior high school students' English reading ability is not achieved overnight, but requires the joint efforts of teachers and students force. In this study, in order to improve English reading skills, researchers can combine video clips to cultivate students' reading habits, enrich students' reading content, and actively carry out extracurricular activities. In the process of learning, students can not only enhance their interest in English learning, but also improve their English reading ability.

## **2.5 The Satisfaction Towards English Read Teaching**

### **2.5.1 Definition**

The degree of satisfaction starts in the field of marketing, and the meaning of the "Education Dictionary" (Gu, 1999) is explained as follows: "Satisfaction means that the intention is full, full means that an individual will feel full when he has obtained what he needs, and the higher the intensity of the need, the more full he will feel. "It can be seen that the degree of intentionality is an index to measure the state of individual psychological satisfaction, which has obvious extraction characteristics and will produce differences due to the different goals and performances of individuals.

Ma (2024) has point out that learning satisfaction is a kind of students' subjective feelings about learning activities, which directly reflects the degree to which students' wishes or needs are satisfied. Zhou (2023) has proposed that from the dimension of teaching satisfaction, teaching content satisfaction is one of the key factors affecting teaching effect. And also Tang (2024) said about the learning satisfaction is in the process of learning, more emphasis on learning content, learning methods and learning results, pay more attention to learners' inner feelings, is a kind of full sense of learning, joy of measurement or measurement.

In general, satisfaction is the degree to which students' actual feeling of education and teaching service is compared with their expectation of education and teaching service. At present, teaching satisfaction has become an important basis for countries to evaluate the quality of education and teaching. Therefore, this study takes 7th grade students in China as the research object, and measures the actual survey results by designing a questionnaire with satisfaction indicators. The questionnaire design questions will measure students' satisfaction from three aspects: teaching activity, teaching content and teaching effect.

### **2.5.2 The Importance of Satisfaction**

From the perspective of attitude, Yu (2015) summarized learning satisfaction as learners' attitude toward learning after evaluating the characteristics of actual courses. Shang (2018) has proposed that satisfaction is a kind of satisfaction given after the evaluation and measurement of psychological state. It takes students as the main body and focuses on students' learning activities. It represents students' feelings and attitudes towards the learning process and results, and is a subjective judgment of students themselves. Therefore, learning satisfaction will vary from individual to individual.

Yuan (2024) has proposed that student satisfaction not only reflects the quality of teaching, but also relates to all aspects of students' campus life, such as school facilities, faculty, curriculum, etc., because the school's management decisions directly determine students' academic and non-academic experience on campus. Effective leadership by the school management team will help create a positive learning environment for students and increase their sense of identity and satisfaction with the school. Correspond to Chen (2023) proposed that learner satisfaction is one of the important indicators to measure the quality and effect of the course. By understanding learners' evaluation of course quality and teaching effect, we can better improve course content and teaching methods, and improve learners' learning effect and satisfaction. At the same time, learner satisfaction is an important driving force to promote the development of education. Therefore, for English reading classes, student satisfaction is very important for developing reading skills.

To sum up, the satisfaction factor of Chinese students affects the learning of English reading skills.

## **2.6 Related Theory**

This study mainly uses constructivism learning theory and micro-learning theory as theoretical basis to provide relevant literature for teaching methods.

### **2.6.1 Constructivism Learning Theory**

The historical foundations of constructivism in learning can be found in the works of Dewey, Bruner, Vygotsky, and Piaget (Bada & Olusegun, 2015). According to constructivism, individuals construct their own knowledge and comprehension of the world through experiencing things and reflecting on those experiences (Bereiter, 1994). Phillips (1995) notes that there are two significant notions surrounding the idea of constructed knowledge.

First, people build new understandings on top of what they currently comprehend. Learners bring knowledge from earlier experiences into learning circumstances, and this existing knowledge affects the new or modified knowledge they will construct from new learning experiences.

Second, learning is active rather than passive. The new learning environment forces learners to challenge their current understanding in light of what they find there. If what learners experience conflicts with what they already know, their understanding may adapt to take into account the new information. Learners stay active in this process as they invoke their present knowledge, mark pertinent details in new learning situations, assess the consistency of prior and newly acquired knowledge, and revise their knowledge as necessary.

Accordingly, the emphasis in a constructivist classroom shifts from teachers to students. Instead of learning passively, waiting for teachers pour knowledge into them, students are encouraged to take an active role in their own learning. The teacher's role is more that of a facilitator who guides, prompts and aids

students develop their knowledge and hence their learning (Bada & Olusegun, 2015). It is obvious that constructivism learning theory is a strong support for teachers to carry out practical teaching.

He, Lin, and Zhang (2006) pointed out that the constructivism learning theory arose in the 1980s, and its main point of view is that students are the subjects of learning, and the learning process is the process of students' active construction of internal psychological structure. It emphasizes that students acquire knowledge by means of meaning construction with the help of others in certain situations, master problem-solving methods, improve cognitive structure, and obtain their own development. Wang and He (2024) have suggested that the essence of constructivism is a teaching process oriented theory, which puts forward new requirements and challenges to the traditional teaching elements such as student status, teacher role and learning situation.

In short, students are the main body of learning, and the guiding role of teachers cannot be ignored. Teachers create a good learning environment for students, guide students through independent inquiry, cooperative learning and other ways, and strive to make students become knowledge builders, gradually improve students' learning ability, so that students can acquire new knowledge experience on the basis of the original knowledge experience.

As a guide for students, teachers help students complete their inquiry tasks by designing colorful activities in the classroom. Students can also change from passive acceptance of knowledge to active construction of knowledge and acquisition of new knowledge by means of independent learning and cooperative exploration (Zhang, 2018). The short and concise features of video clips can be used to create more realistic language situations. Through the understanding of constructivism theory, the introduction of video clips in English reading lessons can help students improve their initiative of independent learning and adjust their learning motivation.

In this study, the video clips provide a visual display platform, teachers use its unique function to create a variety of real situations, make the class more vivid and rich, and also provide technical support for the application of constructivism learning theory in seventh grade English reading.

### **2.6.2 Micro-learning Theory**

The concept of micro-learning theory was first put forward in 2004. Theo (2005) first clarified the concept of micro-learning, and he believed that "micro-learning deals with relatively small learning units and focuses on learning activities with short time". Peter A. Bruck (2006) believes that micro-learning refers to "the learning activities that people can carry out in daily communication and work by breaking down knowledge into smaller learning units", emphasizing the convenience of micro-learning. Micro-learning is a learning activity supported by information technology and carried out by micro-media, micro-processes and micro-resources, with the concept of ubiquity, connectivity, ecology and uniqueness (Zheng, 2015).

In the teaching of video clips, we can use video clips and textbook knowledge to make students have a deeper understanding of the reading content. Zhang (2018) has proposed that Micro-learning refers to the learning activities with relatively short time and fine content, emphasizing the fragmentation and loose connection of knowledge. Therefore, the characteristics of micro-learning such as less content, short time, high efficiency and many media have attracted many learning lovers.

By combining the short time and fine content of micro-video teaching resources with traditional English classroom teaching, this study uses modern teaching resources to improve students' English reading learning efficiency.

## 2.7 Related Research

At present, many studies have pointed out that video clip teaching is of great help to improve students' English reading skills. Here are some studies as follow:

Han (2023) studied in an analysis of the application of micro-video in English reading teaching in senior high school. This research result shows that strengthening the use of micro-video teaching can make the whole reading teaching class more interesting, which can well activate the classroom atmosphere, and also improve the intuitiveness of teaching, so that students can grasp relevant knowledge points more directly, so as to better improve their comprehensive English knowledge level.

Wang (2021) studied in How to use information technology to create an efficient English reading class in junior high school. This study shows that junior high school English teachers can use video to carry out English reading teaching, which can well improve students' interest in learning and reading, create a good reading atmosphere for students, and help students to learn happily. Such teaching methods can greatly improve the quality and efficiency of junior high school English reading teaching, help students better understand the content of reading, and promote students to develop good reading habits and master scientific reading methods.

Wang (2020) studied in the application of video teaching method in English reading teaching in senior high school. This study shows that when teachers explain key content, they can use video teaching and present the video with multimedia, which reduces the problems of teachers in reading classroom teaching. At the same time, teachers can devote themselves to classroom discipline when playing videos and help students to enter video learning, so as to improve the quality of reading teaching.

Lu (2018) studied in on the role of video teaching method in English reading teaching in senior high school. This study shows that the application of new video teaching methods in English reading teaching has a positive role in promoting the development of education and teaching. It can improve students' autonomous learning

ability and classroom learning efficiency, and also help teachers enhance the effectiveness of teaching and promote the overall progress of students' English learning.

Liu (2017) studied in The application of network new media technology in college English reading teaching. This study shows micro-video can explain knowledge points clearly in a short time, improve teaching efficiency by using information technology, help students understand knowledge points more effectively, and promote students' learning efficiency to a certain extent.



## **CHAPTER 3**

### **RESEARCH METHODOLOGY**

The purpose of this study was to use video clips in teaching to improve students' reading skill and satisfaction of grade 7 students in a middle school in Yunnan province of China. In this chapter, the researchers will introduce the methodology used in this study. It includes research design, sample groups, research instruments used for data collection, validity and reliability of research instruments, and data analysis.

In this chapter discussed the research design, the research instrument, the population and sample of the study, the validity and reliability of the research instruments, the data collecting procedures, and the data analysis. The following was a presentation of the description:

- 3.1 Research Design
- 3.2 Population and Sample of the study
- 3.3 Research Instruments
- 3.4 Validity and Reliability of Research Instruments
- 3.5 Data Collection Procedures
- 3.6 Data Analysis

#### **3.1 Research Design**

This study applied a quantitative approach to collect the data, including a pretest and a post-test to assess grade 7 Chinese students, and then a questionnaire to indicate their satisfaction with the use of video clip instruction to improve their English reading skill. Figure 3.1 below describes the research design of the study.

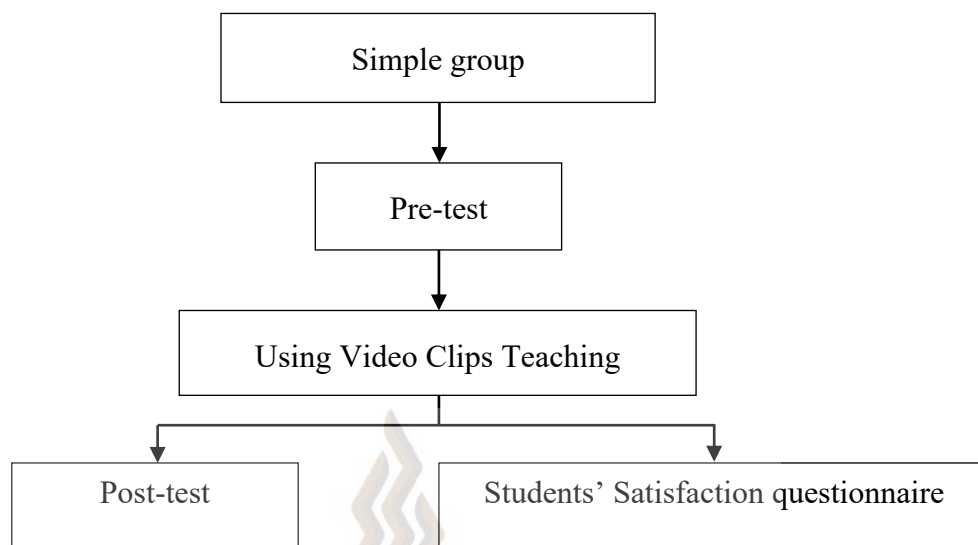


Figure 3.1 Research Design

### 3.2 Population and Sample of the Study

**Population:** The target population of this study included 200 students in 5 classes (40 students in one class) of grade 7 Chinese students in Yunnan Province, China. They ranged in age from 12 to 14, were mixed and had different English skills.

**Sample:** The researcher selected a class of grade 7 Chinese students as the sample group through cluster random sampling. They were the same grade were mixed and had different English skills of students, and the ratio of men to women is also about the same.

### 3.3 Research Instruments

This study adopted the form of quantitative research. There were three main tools to collect data: lesson plans, English reading skill tests and student satisfaction questionnaire. Table 3.2 shows the details of the research tools used to achieve the objectives of the study.

Table 3.1 Research Objectives and Instruments

NO.	Research objectives	Research Instruments
1	To compare the English reading skill of grade 7 students before and after using video clips.	English reading skill test (pre-test and post-test ).
2	To investigate the Student Satisfaction of grade 7 students using video clips.	Students' Satisfaction Questionnaire

### 3.3.1 Lesson Plan

The lesson plan was designed for one month, that is, four weeks of teaching content, all around the theme, the use of video clips, two classes a week (one lesson plan = 80 minutes), each class 40 minutes, can have an impact on students' English reading ability. According to the video clips, there are four lesson plan (See Appendix A). Table 3.2 shows the detail of lesson plan.

Table 3.2 Learning Objective of lesson

Course	Topic	Time	Learning Objectives
Lesson 1	Hobbies	80 mins	<ol style="list-style-type: none"> <li>1. Students can read the passage of hobby through video clips.</li> <li>2. Students can understand the main idea of the reading content.</li> </ol>
Lesson 2	Online Shopping	80 mins	<ol style="list-style-type: none"> <li>1. Students can read the passage of online shopping through video clips.</li> <li>2. Students can understand the main idea of reading content.</li> </ol>
Lesson 3	Talent	80 mins	<ol style="list-style-type: none"> <li>1. Students can read the passage of talent through video clips.</li> <li>2. Students can understand the main idea of reading content.</li> </ol>
Lesson 4	A Healthy Lifestyle	80 mins	<ol style="list-style-type: none"> <li>1. Students can read the passage of healthy lifestyle through watching video clips.</li> <li>2. Students can understand the main idea of reading content.</li> </ol>

### 3.3.2 English Reading Skill Test

The reading skill test was administered to measure students' reading skill before and after the intervention of the video clips. In the English reading test, there are four passages: 1) Hobby 2) Online shopping 3) Talent and 4) Healthy lifestyle. Each passage there are 5 multiple choices questions totally 20 questions and 20 points (see Appendix B).

### 3.3.3 Students' Satisfaction Questionnaire

The Students' satisfaction questionnaire consisted of three parts: interest and motivation, engagement, and efficiency, each with 5 questions, totally 15 questions (see Appendix C). These statements were scored on a five-point of Likert scale from 1 to 5: (1) strongly disagree, (2) disagree, (3) neutral, (4) agree, (5) strongly agree. Table 3.3 shows the Mean Score Range as follow.

Table 3.3 The Mean Score Range

Mean Score Range	Student Satisfaction Level
5.00-4.01	Highest
4.01-3.00	High
3.01-2.00	Medium
2.01-1.00	Low
$\geq 1.00$	Lowest

## 3.4 Validity and Reliability

### 3.4.1 Validity

The researcher found validity using the IOC. The IOC was scored on a scale ranging from -1 to +1.

+1: The item clearly aligns with the established objectives.

0: It is unclear whether the measure meets the established objectives.

-1: The item does not align with the specified objectives.

The IOC, developed by Rovinelli and Hambleton (1977), is a widely used procedure for assessing the validity of unidimensional or multidimensional items. The three experts included three English teachers currently teaching in China. The IOC scores were calculated based on each expert's rating.

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

+1= an item is a measure of an objective

0= an item is not sure whether it is a measure to an objective.

-1= an item is clearly not a measure to an objective.

The formula used to calculate the IOC score is  $IOC = \Sigma R/N$ . ' $\Sigma R$ ' represents the total score of the experts' rating and 'N' represents the number of experts. An IOC score must be within 0.67 to 1.00 to indicate the content validity of the scale is acceptable. If the IOC score is less than 0.67, the item will be considered unclear and requires revision or deletion. In this study, the IOC score was +1, so all instruments were valid (See Appendix D, E, F).

### 3.4.2 Reliability

Reliability is the foundation for a proper method of checking the quality of a questionnaire or instrument, facilitating quality testing in terms of consistency, stability, and equivalence, and is an important step in the research process (Jaison, 2017). The research instruments both English reading skill tests and students' satisfaction questionnaire were piloted on a different group of 40 grade 7 students in the same school. The researcher then administered to evaluate the reliability of the English reading skill tests from the Kuder-Richardson (KR-20). And also, the satisfaction questionnaire evaluates the reliability of Cronbach's Alpha Coefficient. In general, the reliability scores equal to or greater than 0.7 indicate that the items are more stable and reliable. If the score is less than 0.7, indicates that the research project is not reliable enough, and some changes should be made. The table shows Cronbach's Alpha coefficient.

The reliability result of the achievement test and questionnaire were 0.92 and 0.89, this showed that the instrument was reliable to be used to address the research objectives.

Table 3.4 Cronbach's Alpha Coefficient

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

### 3.5 Data Collection Procedures

#### 3.5.1 Ethical Improvement

In order to conduct the study in schools, the researchers obtained approval from the school administration at Middle School, Yunnan Province, China. As the participants in this study were between the ages of 12 and 14, the researchers sought permission from the relevant school authorities and parents.

#### 3.5.2 Confidentiality

The researcher has ensured the confidentiality of all information regarding student biometric data and questionnaire responses. Upon completion of the study, the researcher deleted all data.

## **3.6 Data Analysis**

### **3.6.1 Analysis for English Reading Skill Test (Pretest and Post-test)**

To compare the test results of the pretest and post-test on reading skill, researcher designed the same test paper for the same group of students before and after using video clips. The results were analyzed through a paired sample t-test (t-test for dependent sample) to define the students' achievement. The mean, standard deviation, and significance value of the pretest and post-test were calculated using reliable computer software.

### **3.6.2 Analysis of Student Satisfaction**

In order to analyze the students' satisfaction, The data collected from the questionnaire were analyzed using standard deviations and mean values.



## **CHAPTER 4**

### **RESULT**

This study applied a pretest-posttest design to investigate the effectiveness of using video clips to improve English reading skill for grade 7 students in China and to examine students' satisfaction with using video clips to learn English reading. The results of this study were obtained from the following research instruments. Pretest, posttest, and questionnaire. The findings of these data are arranged in the research objectives as following;

4.1 Analysis of the English reading skill test of grade 7 Chinese students before and after using video clips learning.

4.2 Analysis of the students' satisfaction of grade 7 Chinese students through video clips learning.

#### **4.1 Analysis of The English Reading Skill Test of Grade 7 Chinese Students Before and After Using Video Clips Learning**

This section specifies the results of the first research question, using video clips to improve the English reading skill of grade 7 Chinese students. The study assessed through the pretest and post-test evaluations, using paired sample t-test for dependent sampling to analyze based on mean scores, standard deviations, and inferential statistics, with a significance level of  $p < 0.05$ .

##### **4.1.1 Comparison of Pretest and Post-test Scores of the Sample Group**

The research conducted an English reading skill test. In the test, there are four passages: 1) Hobby 2) Online shopping 3) Talent and 4) Healthy lifestyle. Each passage there are 5 multiple choices questions totally 20 questions and 20 points. In the pretest, the

students' test scores ranged from 6 to 13, and after a month of study, the students' post-test scores changed significantly from 11 to 18. Significant improvements with all 40 participants showing an increase in their scores, the minimum increase is 4 (20%), and the maximum is 7 (35%), which indicates that using video clips can improve students' English reading skills. Table 4.1 displayed the scores for each participant in the pretest and post-test, as well as the increase in scores and percentage differences.

Table 4.1 Pretest & Post-test scores of the sample group

Student No.	Pretest Score	Post-test Score	Increase in test Scores	Difference%
	(Full Score=20)	(Full Score=20)		
1	12	16	4	20.00%
2	11	15	4	20.00%
3	9	13	4	20.00%
4	11	15	4	20.00%
5	13	18	5	25.00%
6	10	15	5	25.00%
7	12	17	5	25.00%
8	7	14	7	35.00%
9	9	16	7	35.00%
10	11	16	5	25.00%
11	10	15	5	25.00%
12	11	17	6	30.00%
13	8	14	6	30.00%
14	12	17	5	25.00%
15	11	15	4	20.00%
16	11	16	5	25.00%
17	13	17	4	20.00%
18	10	15	5	25.00%
19	7	13	6	30.00%
20	10	16	6	30.00%
21	6	13	7	35.00%

Table 4.1 Pretest &amp; Post-test scores of the sample group (Cont.)

Student No.	Pretest Score	Post-test Score	Increase in test Scores	Difference%
	(Full Score=20)	(Full Score=20)		
22	11	16	5	25.00%
23	12	16	4	20.00%
24	9	14	6	30.00%
25	10	14	4	20.00%
26	10	16	6	30.00%
27	11	15	5	30.00%
28	12	16	4	20.00%
29	9	13	4	20.00%
30	8	12	4	20.00%
31	11	16	6	30.00%
32	10	15	5	25.00%
33	9	14	5	25.00%
34	8	12	4	20.00%
35	9	15	6	30.00%
36	10	16	6	30.00%
37	11	15	4	20.00%
38	9	14	5	25.00%
39	8	14	6	30.00%
40	8	11	4	20.00%
Mean Scores	9.98	14.93	5.05	27.38%

It could be seen that all participants scored higher on the post-test than the pretest.

#### 4.1.2 Analysis of Paired Sample t-test

The data collected from the pretest and post-test were analyzed using paired samples t-test (t-test for dependent sampling) by using a suitable computer program, as shown below.

Table 4.2 Sample t-test

Group	Pretest		Posttest		Mean Difference	t	p-value
Sample Group	$\bar{x}$	SD	$\bar{x}$	SD	4.95	33.045	.01
	9.98	1.67	14.93	1.54			

\*  $p < 0.05$

As shown in Table 4.2 above, paired-sample analysis of the test scores showed positive results. The pretest mean score was 9.98 with a standard deviation of 1.67; the post-test mean score was 14.93 with a standard deviation of 1.54. The post-test increasing in mean score and differ from the pretest was 4.95. The obtained significance value (p) was .01, which was lower than .05 ( $p < .05$ ) indicating a statistically significant increase in the post-test score compared to the pretest score for the sample group.

#### 4.1.3 Comparison of Pretest and Post-test Scores of the Sample Group

Figure 4.1 below illustrates the pretest and posttest scores of the participants. As shown in the figure, the green line indicates the pretest scores and the red line indicated the posttest scores. Thus, it is clear that all of the students' scores increased in the posttest. This shows that the use of video clips helped improve students' English reading scores.

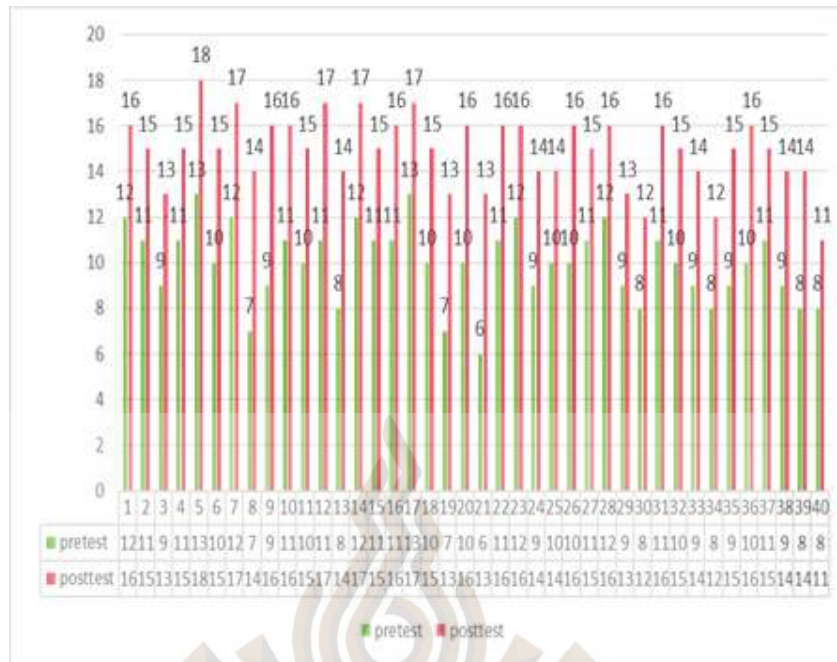


Figure 4.1 Graphical representation of students’ pretest and post-test scores

Figure 4.2 illustrates the comparison between the average scores of the pretest and post-test. The pretest average score was found to be 9.98, while the post-test average score was notably higher at 14.93. This indicated that all participants demonstrated improvement and achieved higher scores on the post-test.

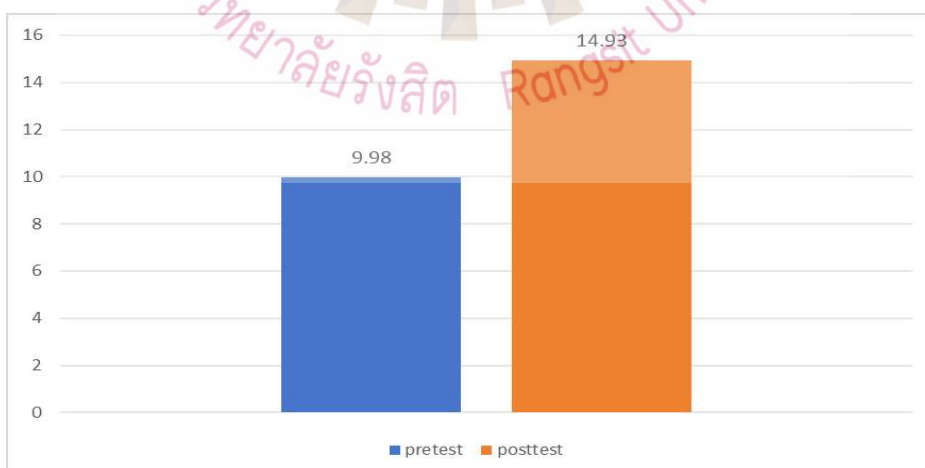


Figure 4.2 Comparison of pretest and post-test mean

In summarizing, each student performed better on the posttest after adopting the video clips.

## 4.2 Analysis of the students' satisfaction of grade 7 Chinese students through video clips learning

In order to collect quantitative data on students' satisfaction with learning through video clips, a questionnaire survey was conducted on the sample group, which was divided into three parts. Part A - Interests and motivations; Part B - Conventions; Part C- The effect of video clips on students' learning. It included 15 statements using a five-point Likert scale of 1 strongly disagree, 2 disagree, 3 neutral, 4 agree, and 5 strongly agree: descriptive statistics (mean and standard deviation) were used to analyze the survey results. In the average interpretation,  $\leq 1$  is the lowest level, 1.01-2.00 is low level, 2.01-3.00 is medium level, 3.01-4.00 is high level, and 4.01-5.00 is the highest level.

A questionnaire was administered to all 40 (n =40) study participants. Survey results were analyzed using descriptive statistics (mean and standard deviation). From the table 4.3 below, it can be seen that the mean scores for part A was 3.88, the score for part B was 3.73, and the score for part C was 3.83, which were all at the high level. According to the data after the survey, it was found that the average satisfaction score of the overall students was 3.81, and the level was also the high.

Table 4.3 Questionnaire of the Sample Group

PART	n	Mean	Interpretation
A: Interest & Motivation	40	3.88	High level
B: Engagement	40	3.73	High level
C: Efficacy of video clips teaching on student learning	40	3.83	High level
Total	40	3.81	High level

#### 4.2.1 Analysis of Questionnaire Part A: Interest and Motivation

Table 4.4 below showed the title score and mean scores of students' satisfaction with Part A - Interest and Motivation. Although the mean score for Item 1 - "Learning English reading using video clips was fun." had the highest mean score of 4.10, which denoted the "Highest" level of mean score range on a Likert scale. Item 3 - "The video clips better helped me to understand the lesson." had the high mean score of 3.90. "The video clips was more interesting." Item-2 had the high mean score of 3.83. Item 4- "I would like to participate the class with the video clips." had the high mean score of 3.80 and Item 5- "Using video clips motivated me to read English." had the high mean score of 3.75. The interpretation of the high mean score showed that students' interest and motivation were at the high level ( $\bar{x}$  =3.88).

Table 4.4 Part A: Interest and Motivation

NO.	Part A: Interest and Motivation	Mean	SD	Interpretation
1	Learning English reading using video clips was fun.	4.10	0.84	Highest level
2	The video clips was more interesting.	3.83	0.81	High level
3	The video clips better helped me to understand the lesson.	3.90	0.87	High level
4	I would like to participate the class with the video clips.	3.80	0.79	High level
5	Using video clips motivated me to read English.	3.75	1.03	High level
Average		3.88	0.87	High level

#### 4.2.2 Analysis of Questionnaire Part B: Engagement

Table 4.5 below shows the title score and mean scores of students' satisfaction with Part B -Engagement. For item 9 "Using video clips teaching can helped me try to understand the passage." had the highest mean score of 3.85, which was within the range of average score for the "high" level. Item-6 "All the activities

related to video clips teaching engaged me to join the class. " had the high mean score of 3.80 as the same level to Item 10 - "Using video clips teaching helped me take the initiative to learn English." had the high mean score of 3.80. Item 8- "Video clips allowed me to deepen the process of learning English reading." had the high mean score of 3.65 and item - 7 - "I am more willing to engage in the reading class using video clips." had the high mean score of 3.55, was high level. The interpretation of the high mean score showed that students' engagement was at the high level ( $\bar{x}=3.73$ ).

Table 4.5 Part B: Engagement

NO.	Part B: Engagement	Mean	SD	Interpretation
6	All the activities related to video clips teaching engaged me to join the class.	3.80	0.88	High level
7	I was more willing to engage in the reading class using video clips.	3.55	0.93	High level
8	Video clips allowed me to deepen the process of learning English reading.	3.65	1.05	High level
9	Using video clips teaching helped me try to understand the passage.	3.85	0.83	High level
10	Using video clips teaching helped me take the initiative to learn English.	3.80	0.99	High level
	Average	3.73	0.93	High level

#### 4.2.3 Analysis of Questionnaire Part C: Efficacy of video clips teaching on student learning

Table 4.6 below shows the title score and mean scores of students' satisfaction with Part C: Efficacy of video clips teaching on student learning. Item-12- "Using video clips teaching regularly helped improve my comprehension skill." had the highest mean score of 3.93. Item-11 - "Using video clips teaching regularly helped improve my reading skill." had the high mean score of 3.90. Item-15- "Using video clips teaching regularly helped improve my interest of reading." had the high mean score of 3.83. Item-14- "Using video clips teaching regularly made it easier for you to receive new knowledge." had the

high mean score of 3.80 and item 13- “Using video clips teaching helped me develop confidence to read English.” had the high mean score of 3.73. The interpretation of the high mean score showed that students' Efficacy of video clips teaching on student learning were at the high level ( $\bar{X}= 3.83$ ).

Table 4.6 Part C: Efficacy of video clips teaching on student learning

NO.	Part C: Efficacy of video clips teaching on student learning	Mean	SD	Interpretation
11	Using video clips teaching regularly helped improve my reading skill.	3.90	0.87	High level
12	Using video clips teaching regularly helped improve my comprehension skill.	3.93	0.89	High level
13	Using video clips teaching helped me develop confidence to read English.	3.73	0.96	High level
14	Using video clips teaching regularly made it easier for me to receive new knowledge.	3.80	0.93	High level
15	Using video clips teaching regularly helped improve my interest of reading.	3.83	0.98	High level
	Average	3.83	0.92	High level

To sum up, Part A: Interest and motivation had the highest score among the three parts, with a mean score of 3.88 and a standard deviation of 0.87. The average score for Part B was 3.73, standard deviation was 0.93; and the average score of Part C was 3.83, standard deviation was 0.92. However, the researchers were confident that most students had positive satisfaction using video clips in English reading skills.

## CHAPTER 5

### CONCLUSION, DISCUSSION AND RECOMMENDATIONS

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

- 5.1 Conclusion
- 5.2 Discussion
- 5.3 Recommendations

#### 5.1 Conclusion

The two research objectives stated for this study were:

- 1) To compare the English reading skill of Grade 7 Chinese students in Yunnan province before and after using video clips.
- 2) To investigate Chinese students' satisfaction of grade 7 in Yunnan province toward the use of video clips.

This study adopted a quantitative method to assess the English reading ability of Chinese students in grade 7 in Yunnan Province through the English reading ability test. In addition, data were collected through questionnaires to explore students' satisfaction with the use of video clips. Based on the data collected, the following conclusions can be drawn:

##### 5.1.1 Results of Student's English-speaking Skill Analysis

The first purpose of this study was to compare the English reading skill of grade 7 Chinese students in Yunnan Province before and after using video clips. Paired sample t test was used to analyze the pre-test and post-test results and compare the

differences between the sample groups.

The statistical analysis of the scores of English reading skills by paired sample t-test showed that the average mean score of the pretest was 9.98, and the average mean score of the post-test is significantly higher than the pretest of 14.93. This showed that all participants had improved and achieved higher scores in English-speaking skill. The pretest scores ranged from 6 to 13, and after a month of study, students' post-test scores changed significantly from 11 to 18. All 40 participants showed significant improvements in their scores, ranging from a minimum of 4 points (20%) to a maximum of 7 points (35%), suggesting that using video clips can improve students' English reading skill.

### 5.1.2 The Results of Students' Satisfaction

The second objective of this study was to investigate Chinese students' satisfaction of grade 7 in Yunnan province toward the use of video clips. Quantitative data concerning this objective was collected through a questionnaire containing 15 items, which were further divided into three parts:

Part A - Interest and Motivation;

Part B - Engagement;

Part C- Efficacy of video clips learning on student learning.

1) Data from Part A of the questionnaire showed that students had the highest interest and motivation in using video clips ( $\bar{x}$ =3.88, SD=0.87). The students agreed that learning English reading skill through video clips was both fun and motivating.

2) According to the data in part B of the questionnaire, students' satisfaction with using video clips in English reading skill class was the high ( $\bar{x}$ =3.73, SD=0.93), indicating that video clips can enable students to participate in the learning of English reading skills.

3) The data in part C of the questionnaire showed that students agree that video clip learning can improve reading comprehension and give the high

satisfaction ( $\bar{x}=3.83$ ,  $SD=0.92$ ), which means that students affirm that video clips can help improve their English reading skills.

It can be seen that the above quantitative data analysis directly revealed that students have a positive satisfaction with the use of video clips learning in English reading skills learning.

## **5.2 Discussion**

As mentioned above, a study has shown that the use of video clips can improve the English reading ability of grade 7 Chinese students in Yunnan Province, China. The analysis of student satisfaction questionnaires also showed that students were satisfied with the use of video clips. The following discussion details these findings and explains how they effectively address the research questions raised in this study.

### **5.2.1 English reading skill of grade 7 Chinese students**

The results of this study showed that the use of video clips successfully improved students' English reading ability. This was evident in both pre-test and post-test. After four weeks of study, 40 students have significantly improved their grades. It sounds like there was a significant improvement in participants' scores from before to after the test. The increase from an average of 9.98 to 14.93 is impressive. This suggestion that any intervention or study conducted between before and after testing is effective in helping participants improve their performance. Among the 40 students, Student No. 9 showed the most significant improvement, with pre-test and post-test scores of 9 and 16 points, respectively, and a difference of 7 points (35%) between post-test and pre-test scores. The student can understand the content of the article more effectively through the video clips. The student with the lowest improvement is No. 34. Due to the student's poor foundation and poor reading ability, the difference between the post-test and pre-test is only 4 points (20%), and the ratio of pre-test and

post-test results is lower than that of other students, but it still increased by 20%. This result indicates that the use of video clips can significantly improve students' English reading ability. Because the video clips set pictures, text and video frequency in one, they provide a large amount of novel materials for students, which not only enriches the classroom capacity, but also greatly mobilizes the enthusiasm of students and improves the quality of English teaching and learning. Lu (2018) conducted that in the teaching of English reading, the application of video clips has a positive role in promoting the development of education and teaching. It can improve students' autonomous learning ability and classroom learning efficiency, and also help teachers enhance the effectiveness of teaching and promote the overall progress of students' English learning.

Wang (2024) conducted that in the teaching process of junior high school English reading the application of video clips can effectively enhance the interest of junior high school English classroom education, enrich the actual teaching content of English classroom education, and exercise students' English thinking ability and reading ability. Xie (2023) also pointed out that the use of video clips in middle school English classes can greatly improve the teaching quality and improve students' English reading ability. Correspond to Ding (2023) proposed that video clip can improve students' comprehensive ability and Zhou (2023) conducted that video clip resources can speed up the teaching pace and increase the classroom teaching capacity

To sum up, the improvement of students' performance indicates that the use of video clips can improve students' English reading ability. Thus, all of the above findings credibly address the first research question. This result has been confirmed in previous studies.

### **5.2.2 Students' Satisfaction of grade 7 Chinese students**

The student satisfaction survey used a five-point Likert scale to collect quantitative data on students' satisfaction with the use of video clips. The survey consists of 15 items, including Part A: Interests and Motivations; Part B: Engagement; Part C:

Efficacy of video clips learning on student learning. All 40 students completed the questionnaire. Use descriptive statistics such as mean and standard deviation to analyze survey results. The results showed that the average scores of part A, B and C were 3.88, 3.73 and 3.83, respectively, which were all at a high level. The 15 statements in the questionnaire were rated on a 5-point Likert scale, with 1 indicating strong disagreement and 5 indicating strong agreement. An average score between  $\leq 1$  indicates that need to improvement, 1.01-2.00 indicates a low level, 2.01-3.00 indicates a medium level, 3.01-4.00 indicates a high level, and 4.01-5.00 indicates the highest level.

The data in Part A shows that the use of video clips can effectively improve students' interest and motivation in English reading, reaching a high level ( $\bar{X}=3.88$ ). It is worth noting that item 1, "Learning English reading using video clips is fun." had the highest average score of 4.10. This may be because video clips are more likely to stimulate students' interest in learning and make class content richer and more interesting as Li (2023) pointed out that the most outstanding value of using video clips in English reading teaching is to enhance the interest of reading courses. At the same time, Shadiey, Wang, and Huang (2020) also pointed out through research that video clips, as a teaching resource based on video, can meet the needs of students at different levels and relieve the tension in class with wonderful pictures. Arouse students' interest in learning.

The data in Part B show that the use of video clips can effectively improve students' engagement in English speaking skills to reach a high level ( $\bar{X}=3.73$ ). Notably, in item 9, "Using video clips teaching can help me try to understand the passage." had the highest average score at 3.85. This may be due to the various video clips provided by the researchers for students to participate in the English reading skills class. These video clips make it easier for students to understand the content of the text, which makes them more willing to participate in the class as Wang (2021) found that the use of video clips can greatly improve the quality and efficiency of junior high school English reading teaching and help students better understand the content of reading. Li (2019) pointed out that video clip teaching can not only

effectively enrich English teaching resources, but also improve the efficiency and pertinence of English teaching, and realize the overall improvement of the quality of English reading classroom teaching. The data in part C shows that the use of video clips can effectively improve students' effective English reading ability at a high level ( $\bar{X}=3.83$ ), 3.83 is at a high level, and it can be determined that the use of video clips can improve students' English reading ability. It is worth noting that in item 12, "Using video clips teaching regularly will help improve my comprehension skill." scored the highest at 3.93, This may be because video clips can more intuitively reflect the content of the article, make the learning process easier, and thus improve students' reading skills as Wang (2024) has proposed that the application of video clips can enrich the actual teaching content in English education and exercise students' English thinking ability and reading ability. Han (2023) pointed out that strengthening the use of video clips to carry out teaching can make the whole reading teaching class more interesting, which can well activate the classroom atmosphere, and also improve the intuitiveness of teaching, so that students can grasp relevant knowledge points more directly, so as to better improve their English reading skills.

### **5.3 Recommendations**

Provide perfect suggestions for improving the English reading skills of grade 7 students based on interests and motivations, student participation and the effectiveness of video clips, the following recommendations were proposed:

#### **5.3.1 Recommendations for Implementation**

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

1) The limitation of this study is that the researchers were only 40 Chinese 7th grade students. Therefore, expanding the scope of the study to different grades and larger sample sizes in different schools in China can improve the credibility of the findings.

2) The duration of this study was only four weeks, one month, and future researchers may get different results if they conduct a longer study.

3) While the main goal of this study is to improve students' English reading skills, may the result can't apply to the others skills.

### **5.3.2 Recommendations for Future Research**

Through the above analyses we found that the use of video clips played a positive role in the English reading skill of grade 7 Chinese students. The following recommendations are listed:

1) The use of video clips efficiently and successfully improved the English reading skill of grade 7 Chinese students from a junior high school in Yunnan Province, China. So, the use of video clips may be implemented to other schools English speaking skill courses.

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



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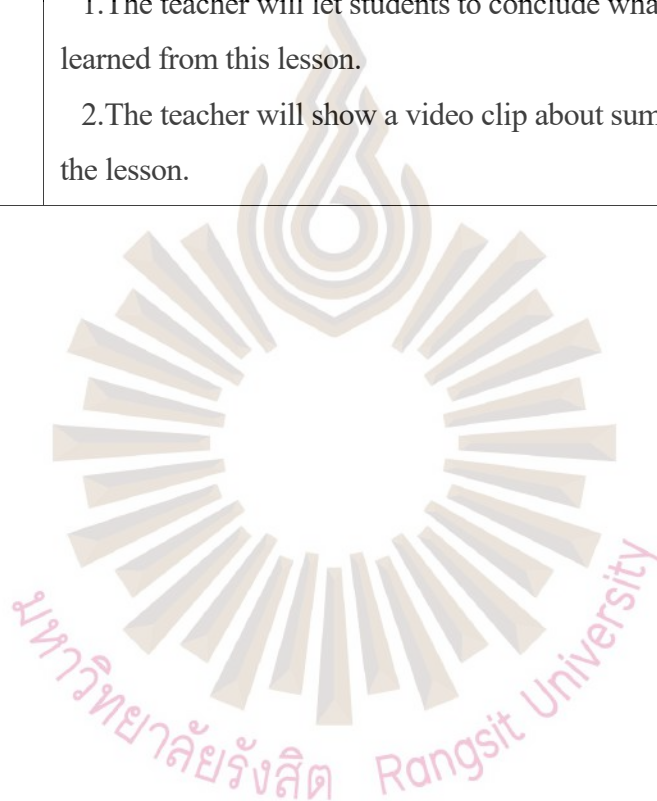
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<b>Lesson Plan 1</b>		
<p><b>Subject:</b> English</p> <p><b>Topic:</b> Hobbies</p> <p><b>Grade:</b> 7</p> <p><b>Class Strengths:</b> 40 students</p> <p><b>Time:</b> 80 minutes (40 minutes/1lesson)</p> <p><b>Teaching and learning method:</b> Video clips teaching.</p> <p><b>Lesson Objectives:</b> At the end of this lesson, students will be able to.</p> <p>1.Students can read the passage of hobby through video clips.</p> <p>2.Students can understand the main idea of the reading content.</p>		
<b>Stage &amp; Duration</b>	<b>Teacher's activities</b>	<b>Time</b>
<b>Lead-in</b>	<p>1.The teacher ask the question about the students' hobby.</p> <p>2.Ask the students come to the front to share about their favorite hobbies.</p> <p>3.The teacher will give corresponding comments on students' answer and show the topic of this lesson.</p>	10 min
<b>Pre-reading</b>	<p>1.The teacher plays a video about hobby and guide students to read along with the video clips.</p> <p>2.The teacher will organize students to make predictions.</p> <p>Some hints will be provided to help them.</p> <p>Hint 1:Title of the passage---David's hobbies</p> <p>Hint 2:Video clips in which students can see David's hobbies.</p>	15 min
<b>While-reading</b>	<p>1.Ask students to watch the video clips of the passage to summarize the main idea of the passage.</p> <p>2.Ask students to read the passage to answer the following question:</p> <p>How did David develop his writing ability during summer vacation?</p>	30 min

<b>Stage &amp; Duration</b>	<b>Teacher's activities</b>	<b>Time</b>
<b>Post-reading</b>	1.Students need to work in group to discuss the question about “Do you think hobbies are good for you, and why?” by using target language. 2.The teacher will invite some students to share their ideas,and the teacher will give comments.	15 min
<b>Summary</b>	1.The teacher will let students to conclude what they learned from this lesson. 2.The teacher will show a video clip about summarizing the lesson.	10 min



<b>Lesson Plan 2</b>		
<p><b>Subject:</b> English</p> <p><b>Topic:</b> Online shopping</p> <p><b>Grade:</b> 7</p> <p><b>Class Strengths:</b> 40 students</p> <p><b>Time:</b> 80 minutes (40 minutes/1lesson)</p> <p><b>Teaching and learning method:</b> Video clips teaching.</p> <p><b>Lesson Objectives:</b> At the end of this lesson, students will be able to.</p> <p>1.Students can read the passage of online shopping through video clips.</p> <p>2.Students can understand the main idea of reading content.</p>		
<b>Stage &amp; Duration</b>	<b>Teacher's activities</b>	<b>Time</b>
<b>Lead-in</b>	<p>1.The teacher shows a video clip about difference of traditional shopping and online shopping.</p> <p>2. Let students' to talk about the video clip.</p> <p>3.The teacher will invite students to share their answers and give corresponding comments on students' answer.</p>	10 min
<b>Pre-reading</b>	<p>1.The teacher plays a video about online shopping and guide students to read along with the video clips.</p> <p>2.The teacher will organize students to make predictions. Some hints will be provided to help them.</p> <p>Hint 1:Title of the passage---Online shopping</p> <p>Hint 2:Video clips in which students can see online shopping.</p>	15 min
<b>While-reading</b>	<p>1.Ask students to watch the video clips of the passage to summarize the main idea of the passage.</p> <p>2.Ask students to read the passage to answer the following question:</p> <p style="padding-left: 20px;">What are the advantages and disadvantages of online shopping?</p>	30 min
<b>Post-reading</b>	<p>1.Students need to work in group to discuss the question about "What is future trend of online shopping?" by using target language.</p> <p>2.The teacher will invite some students to share their ideas, and the teacher will give comments.</p>	15 min

Stage & Duration	Teacher's activities	Time
<b>Summary</b>	1.The teacher will let students to conclude what they learned from this lesson. 2.The teacher will show a video clip about summarizing the lesson.	10 min



<b>Lesson Plan 3</b>		
<p><b>Subject:</b> English</p> <p><b>Topic:</b> Talent</p> <p><b>Grade:</b> 7</p> <p><b>Class Strengths:</b> 40 students</p> <p><b>Time:</b> 80 minutes (40 minutes/1lesson)</p> <p><b>Teaching and learning method:</b> Video clips teaching.</p> <p><b>Lesson Objectives:</b> At the end of this lesson, students will be able to.</p> <p>1.Students can read the passage of talent through video clips.</p> <p>2.Students can understand the main idea of reading content.</p>		
<b>Stage &amp;Duration</b>	<b>Teacher's activities</b>	<b>Time</b>
<b>Lead-in</b>	<ol style="list-style-type: none"> <li>1. The teacher shows a video clip about talent show.</li> <li>2. Let students' to talk about the video clip.1</li> <li>3.The teacher will invite students to share their answers and give corresponding comments on students' answer.</li> </ol>	10 min
<b>Pre-reading</b>	<ol style="list-style-type: none"> <li>1.The teacher plays a video about talent and guide students to read along with the video clips.</li> <li>2.The teacher will organize students to make predictions. Some hints will be provided to help them. Hint 1:Title of the passage---Who's got Talent? Hint 2:Video clips in which students can see talent show.</li> </ol>	15min
<b>While-reading</b>	<ol style="list-style-type: none"> <li>1.Ask students to watch the video clips of the passage to summarize the main idea of the passage.</li> <li>2.Ask students to read the passage to answer the following question: What do talent shows have in common?</li> </ol>	30 min
<b>Post-reading</b>	<ol style="list-style-type: none"> <li>1.Students need to work in group to discuss the question about "What do you think of these shows?"by using target language.</li> <li>2.The teacher will invite some students to share their ideas,and the teacher will give comments.</li> </ol>	15min

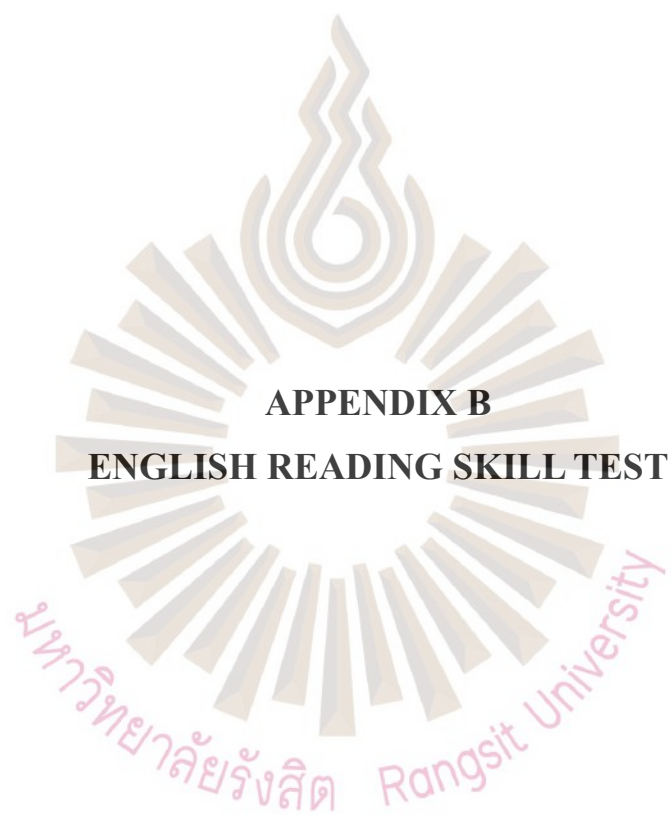
<b>Stage &amp; Duration</b>	<b>Teacher's activities</b>	<b>Time</b>
<b>Summary</b>	1.The teacher will let students to conclude what they learned from this lesson. 2.The teacher will show a video clip about summarizing the lesson.	10 min



<b>Lesson Plan 4</b>		
<p><b>Subject:</b> English</p> <p><b>Topic:</b> A healthy lifestyle</p> <p><b>Grade:</b> 7</p> <p><b>Class Strengths:</b> 40 students</p> <p><b>Time:</b> 80 minutes (40 minutes/1lesson)</p> <p><b>Teaching and learning method:</b> Video clips teaching.</p> <p><b>Lesson Objectives:</b> At the end of this lesson, students will be able to.</p> <p>1.Students can read the passage of healthy lifestyle through video clips.</p> <p>2.Students can understand the main idea of reading content.</p>		
<b>Stage &amp; Duration</b>	<b>Teacher's activities</b>	<b>Time</b>
<b>Lead-in</b>	<ol style="list-style-type: none"> <li>1.The teacher shows a video clip about healthy food.</li> <li>2. Let students' to talk about the video clip.</li> <li>3.The teacher will invite students to share their answers and give corresponding comments on students' answer.</li> </ol>	10 min
<b>Pre-reading</b>	<ol style="list-style-type: none"> <li>1.The teacher plays a video about healthy lifestyle and guide students to read along with the video clips.</li> <li>2.The teacher will organize students to make predictions. Some hints will be provided to help them.</li> </ol> <p>Hint 1:Title of the passage---A healthy lifestyle.</p> <p>Hint 2:Video clips in which students can see healthy lifestyle.</p>	15 min
<b>While-reading</b>	<ol style="list-style-type: none"> <li>1.Ask students to watch the video clips of the passage to summarize the main idea of the passage.</li> <li>2.Ask students to read the passage to answer the following question:</li> </ol> <p style="padding-left: 40px;">If someone feel so tired,what should he adopt a healthy lifestyle?</p>	30 min
<b>Post-reading</b>	<ol style="list-style-type: none"> <li>1.Students need to work in group to discuss the question about "What is a healthy lifestyle, how about you?" by using target language.</li> <li>2.The teacher will invite some students to share their ideas, and the teacher will give comments.</li> </ol>	15 min

Stage & Duration	Teacher's activities	Time
Summary	1.The teacher will let students to conclude what they learned from this lesson. 2.The teacher will show a video clip about summarizing the lesson.	10 min





**Subject:English****Total scores:\_\_\_\_\_****Name:\_\_\_\_\_****ID number:\_\_\_\_\_**

Read the following passage and complete following Multiple Choice:

**PASSAGE 1:HOBBY**

Hobbies are very important in people's lives. A hobby is something you enjoy doing in your spare time. Having a hobby can make you feel relaxed and reduce stress. It can also help you meet new people and make new friends. There are many different types of hobbies. Some people like to collect things, such as stamps, coins, or models. Other people like to do sports, such as running, cycling, or swimming. Some people like to read books, listen to music, or watch TV. And some people like to cook, paint, or do crafts.

1. Which of the following is NOT the advantage of having a hobby?

- A. Making you relaxed      B. Making you exhausted.  
C. Making new friends      D. Making you better

Answer:B

2. Hobbies are activities that people enjoy doing in their \_\_\_\_\_ time.

- A. working      B. free  
C. daily      D. busy

Answer:B

3. Having a hobby can \_\_\_\_\_?

- A. make you feel stressed      B. help you make new friends  
C. make you feel bored      D. help you meet new people

Answer:B

4. Some people like to \_\_\_\_\_ things in their free time.

- A. cook      B. cycle  
C. collect      D. paint

Answer:C

5. What is the main idea of this passage?

- A. Hobbies are very important in people's lives.
- B. Hobbies can help you meet new people and make new friends.
- C. There are many different types of hobbies.
- D. A hobby is something you enjoy doing in your free time.

Answer:D

#### PASSAGE 2: ONLINE SHOPPING

Online shopping is very popular among most Internet users. Almost 85% of Internet users in the US like to shop online. In Korea 99% of the Internet users say they regularly shop online. Internet shopping is easy fast and convenient because people can do the shopping on a computer in any places. When a person visits an online shop chooses something he or she needs and then pays with a credit card the process of online shopping has been completed. Several days later the goods will be delivered to the customer's home. There are some other advantages of shopping online. It is more popular during the Christmas shopping season because people can shop online at any time of a day and they don't need to wait in long lines in stores. Shopping online allows a person to shop at their ease without being rushed. They have the chance to look at the thing they want and come back to it later to decide whether or not to get it.

1. Nearly \_\_\_\_\_ of the people who use the Internet in the US like to shop online.

- A. 85%
- B. 99%
- C. 15%
- D. 50%

Answer:A

2. The right process of online shopping is \_\_\_\_\_.

- a. Visiting an online shop.
- b. The goods will be delivered to your home.
- c. Paying for it with your credit card.
- d. Choosing something that you need.

- A. bcad
- B. abcd
- C. adcb
- D. cadb

Answer:C

3. Which is NOT a reason to explain why shopping online is becoming more popular during Christmas shopping season?

- A. People can shop online at any time of a day.
- B. People can't use credit cards to pay for the things they buy.
- C. There are more people in stores.
- D. There are less people in stores.

Answer: B

4. From the passage we know shopping online can save\_\_\_\_\_.

- A. time
- B. room
- C. water
- D. money

Answer: A

5. Which of the following is TRUE according to the passage?

- A. All web users in Korea like shopping online.
- B. Shopping online is popular and convenient.
- C. People have to buy things at once when shopping online.
- D. It is more popular during the Valentine shopping season

Answer: B

#### PASSAGE 3: TALENT

When we talk about stars especially women stars, it seems that they are always young, pretty and own charming body shapes. But recently a Britain's Got Talent star Susan Boyle has changed our views absolutely. Simon Cowell one of the judges of the talent show spoke of his shock over Ms Boyle's voice. "This lady came up and I'm thinking, 'This will take five seconds and I can go to have a cup of tea'. That changed when she began to sing I Dreamed to Dream from Les Miserables. She knew we were going to have that reaction and just to see that look of satisfaction on her face through -it was one of my favorite moments," Cowell said. The performance was posted on line and before long, the 47-year-old Scottish woman has been famous all over the world. Speaking from her home in Scotland, Ms Boyle said that she hasn't thought of changing her appearance. She said that her friend helped her with make-up. "I mean, that's hardly a makeover," she added. Ms Boyle also spoke of the reason she first began

to explore her vocal talents, "I was kind of slow at school, so getting like singing was a good way of hiding behind that and thus it built my confidence."

1.Susan Boyle is \_\_\_\_?

- A. a judge      B. a reporter
- C. a beautiful      D. a Scottish woman

Answer:D

2.What country's got Talent show is Susan Boyle in?

- A.British      B.America
- C.Japen      D.China

Answer:A

3.Susan Boyle had a look of satisfaction on her face when she was singing because \_\_\_\_.

- A. she was confident of her singing
- B. she was satisfied with the judges
- C. she was pretty and in good shape
- D. she sang the song I Dreamed a Dream from Les Miserables

Answer:A

4.According to the passage, which is NOT true?

- A. It was the vocal talents that built Susan's confidence
- B. Susan Boyle was not good at her lesson when at school.
- C. Susan Boyle became famous because of her appearance.
- D. Simon Cowell didn't think Susan Boyle a good singer at the first sight.

Answer:C

5. What can we learn from Susan Boyle's success?

- A. It's never too old to learn.
- B. It's easier to succeed at the age of 47.
- C. If you have a dream, try to make it come true!
- D. If you are not able to study well, to be a singer instead.

Answer: C

#### PASSAGE 4: HEALTHY LIFESTYLE

As we all know, exercise is an important part of a healthy lifestyle. You will get better fitness with stronger bones and muscles. It will stop you putting on weight and you'll feel happy that you have done something good. It's also a chance to meet up with friends or make new ones. However, not everyone likes doing exercise or playing sports. Here are some excuses young people use when they don't want to exercise: "None of my friends or family does it. So be different. They might be encouraged by your example and join in themselves." "It's a boy's thing." It's true that more boys than girls take exercise, but that's not because girls are rubbish at sport. Many girls try activities outside school. "I don't want muscles." "Being fat and having big muscles don't necessarily go together. To get big muscles, you should have to do a programme of special exercise." "It's sweaty." "I'm overweight." "I don't like joining teams." "I'd rather play with the computer." It doesn't have to be either. You can do both. "It's not cool." Try telling David Beckham this? All right, we can't all reach the very top, but we can benefit from being fitter. People who tell you it's not cool are usually the ones that couldn't run to catch a bus when their lives depended on it. But don't you think it's time to stop making excuses and start doing something fun and healthy? Taking exercise is fun really. Just give it a try.

1. Which is not the reason for "exercise is an important part of a healthy lifestyle"?

- A. Exercise can make you get better fitness with stronger bones and muscles.
- B. Exercise can help you put on weight.
- C. Exercise can make you feel happy that you have done something good.
- D. Exercise can offer a chance to meet up with friends or make new ones.

Answer: B

2.How many excuses do young people use when they don't want to exercise?

A. Eight. B.Seven. C.Nine. D.Six.

Answer:A

3.It's true that more boys than girls take exercise, but that's not because girls are \_\_\_\_ at sport.

A. good B.better C.bad D.lazy

Answer:C

4.Being fat and \_\_\_\_ don't necessarily go together.

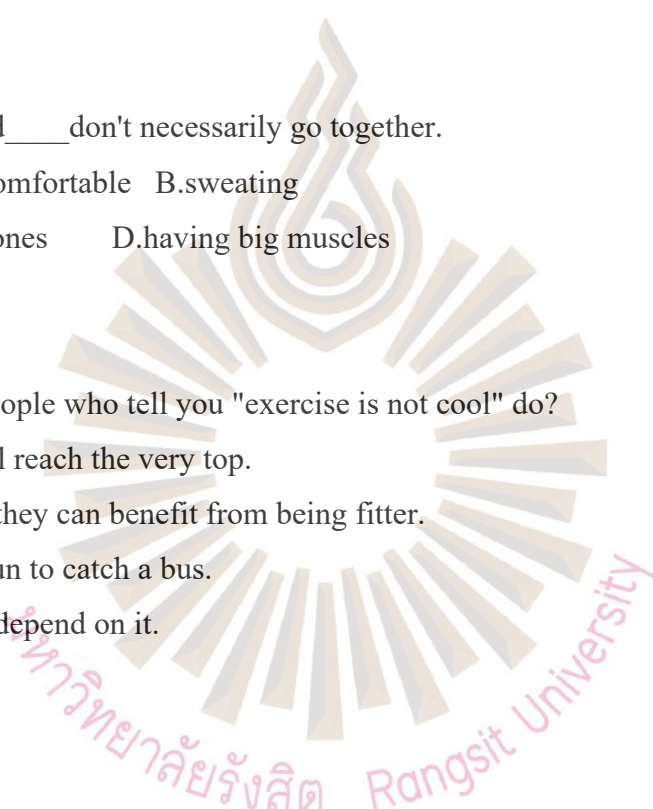
A. feeling uncomfortable B.sweating  
C.having no bones D.having big muscles

Answer:D

5. What can people who tell you "exercise is not cool" do?

A. They can all reach the very top.  
B. They think they can benefit from being fitter.  
C.They can't run to catch a bus.  
D. Their lives depend on it.

Answer:C





**APPENDIX C**

**STUDENT SATISFACTION QUESTIONNAIRE**

Mark your level of opinion from 1-5 (from strongly disagree to strongly agree) against each statement. Strongly Agree-5 Agree- 4 Neutral -3 Disagree-2 Strongly Disagree-1. The description of each scale 1-5 is as shown in the table below.

No.	Items	5	4	3	2	1
<b>PART A: INTEREST &amp; MOTIVATION</b>						
1	Learning English reading using video clips was fun.					
2	The video clips was more interesting.					
3	The video clips better helped me to understand the lesson.					
4	I would like to participate the class with the video clips.					
5	Using video clips motivated me to read English.					
<b>PART B: ENGAGEMENT</b>						
6	All the activities related to video clips teaching engaged me to join the class.					
7	I was more willing to engage in the reading class using video clips.					
8	Video clips allowed me to deepen the process of learning English reading.					
9	Using video clips teaching helped me try to understand the passage.					
10	Using video clips teaching helped me take the initiative to learn English.					
<b>PART C: EFFICACY OF VIDEO CLIPS TEACHING ON STUDENT LEARNING</b>						
11	Using video clips teaching regularly helped improve my reading skill.					
12	Using video clips teaching regularly helped improve my comprehension skill.					

No.	Items	5	4	3	2	1
13	Using video clips teaching helped me develop confidence to read English.					
14	Using video clips teaching regularly made it easier for you to receive new knowledge.					
15	Using video clips teaching regularly helped improve my interest of reading.					

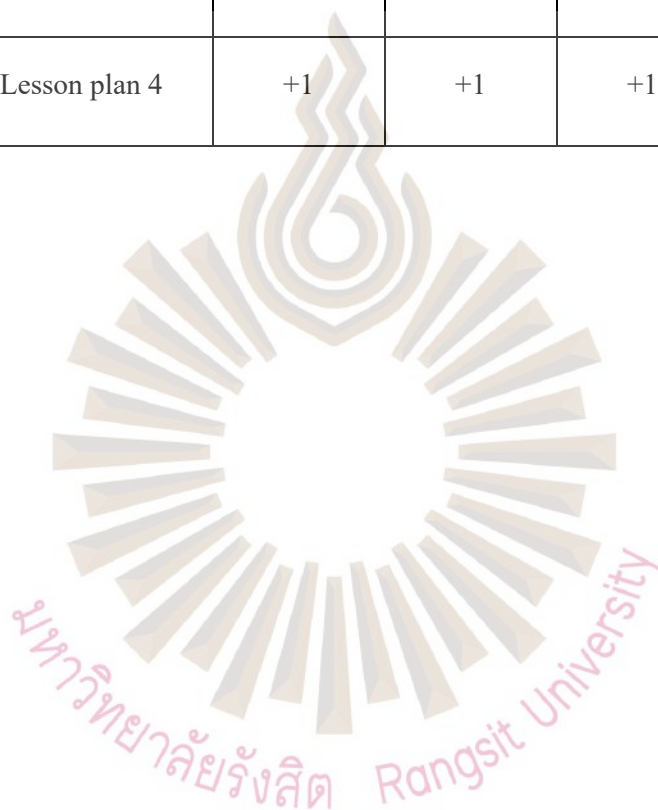


The logo of Rangsit University, featuring a stylized flame or sunburst design in the center, surrounded by a circular arrangement of radiating lines. The text "มหาวิทยาลัยรังสิต" and "Rangsit University" is written in a semi-circle below the logo.

**APPENDIX D**  
**IOC OF LESSON PLANS**

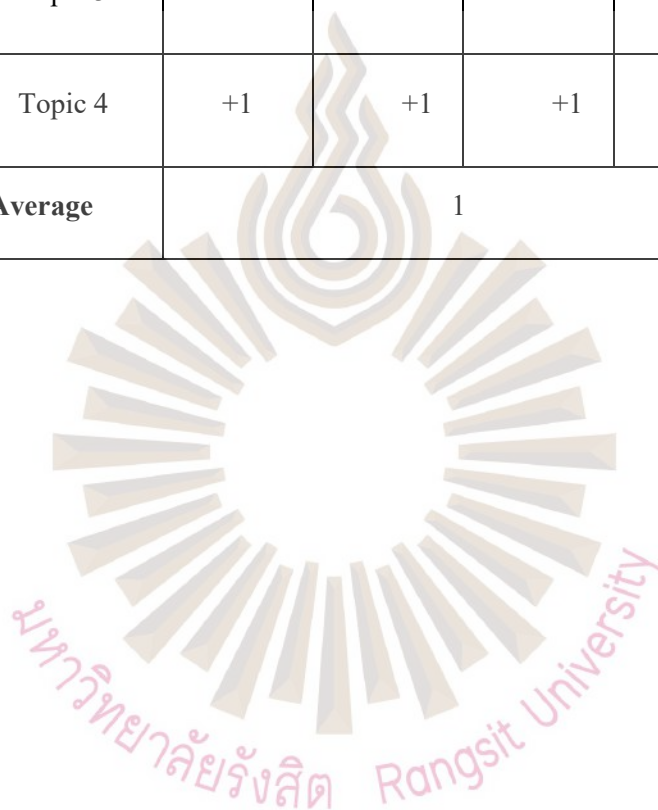
มหาวิทยาลัยรังสิต Rangsit University

Item No	Attributes	Expert 1	Expert 2	Expert 3	congruence
1	Lesson plan 1	+1	+1	+1	Congruent
2	Lesson plan 2	+1	+1	+1	Congruent
3	Lesson plan	+1	+1	+1	Congruent
4	Lesson plan 4	+1	+1	+1	Congruent





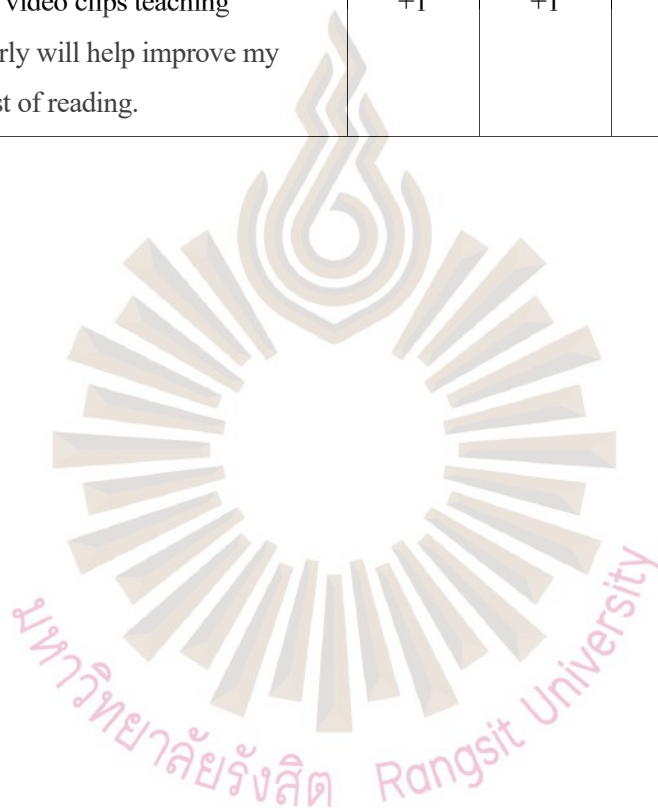
Item No	Attributes	Expert 1	Expert 2	Expert 3	Average	congruence
1	Topic 1	+1	+1	+1	+1	Congruent
2	Topic 2	+1	+1	+1	+1	Congruent
3	Topic 3	+1	+1	+1	+1	Congruent
4	Topic 4	+1	+1	+1	+1	Congruent
<b>Overall Average</b>		1				Congruent





<b>Item-Objective Congruence for Students' Satisfaction Questionnaires</b>					
<b>NO.</b>	<b>Items</b>	<b>Expert 1</b>	<b>Expert 2</b>	<b>Expert 3</b>	<b>Congruence</b>
<b>PART A: INTEREST &amp; MOTIVATION</b>					
1	Learning English reading using video clips is fun.	+1	+1	+1	Congruent
2	The video clips is more interesting.	+1	+1	+1	Congruent
3	The video clips better help me to understand the lesson.	+1	+1	+1	Congruent
4	I would like to participate the class with the video clips.	+1	+1	+1	Congruent
5	Using video clips motivates me to read English.	+1	+1	+1	Congruent
<b>PART B: ENGAGEMENT</b>					
6	All the activities related to video clips teaching engaged me to join the class.	+1	+1	+1	Congruent
7	I am more willing to engage in the reading class using video clips.	+1	+1	+1	Congruent
8	Video clips allowed me to deepen the process of learning English reading.	+1	+1	0.67	Congruent
9	Using video clips teaching can help me try to understand the passage.	+1	+1	0.67	Congruent
10	Using video clips teaching help me take the initiative to learn English.	+1	+1	+1	Congruent
<b>PART C: EFFICACY OF VIDEO CLIPS TEACHING ON STUDENT LEARNING</b>					
11	Using video clips teaching regularly will help improve my reading skill.	+1	+1	+1	Congruent
12	Using video clips teaching regularly will help improve my comprehension skill.	+1	+1	+1	Congruent

NO.	Items	Expert 1	Expert 2	Expert 3	Congruence
13	Using video clips teaching helps me develop confidence to read English.	+1	+1	+1	Congruent
14	Using video clips teaching regularly will make it easier for you to receive new knowledge.	+1	+1	+1	Congruent
15	Using video clips teaching regularly will help improve my interest of reading.	+1	+1	+1	Congruent





**APPENDIX G**  
**LETTER OF APPROVAL**



## Certificate of Approval

### Lancang County No.1 middle School Administration Department

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

Dear Sir/Madam,

I am currently enrolled in the master in Curriculum and Instruction at Rangsit University, Thailand. I am conducting a research on the "THE DEVELOPMENT OF ENGLISH READING SKILL OF GRADE 7 CHINESE STUDENTS USING VIDEO CLIPS IN YUNNAN PROVINCE, CHINA". This research requires students participation. The instruments involved during the study pretest and protest for obtaining the required data. Therefore, I would like to seek permission from the administration to allow me to collect data at this school where the names and identities of the students will not be used publicly.

Yours Sincerely, Wen Shuqing, Student  
Rangsit University Thailand

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

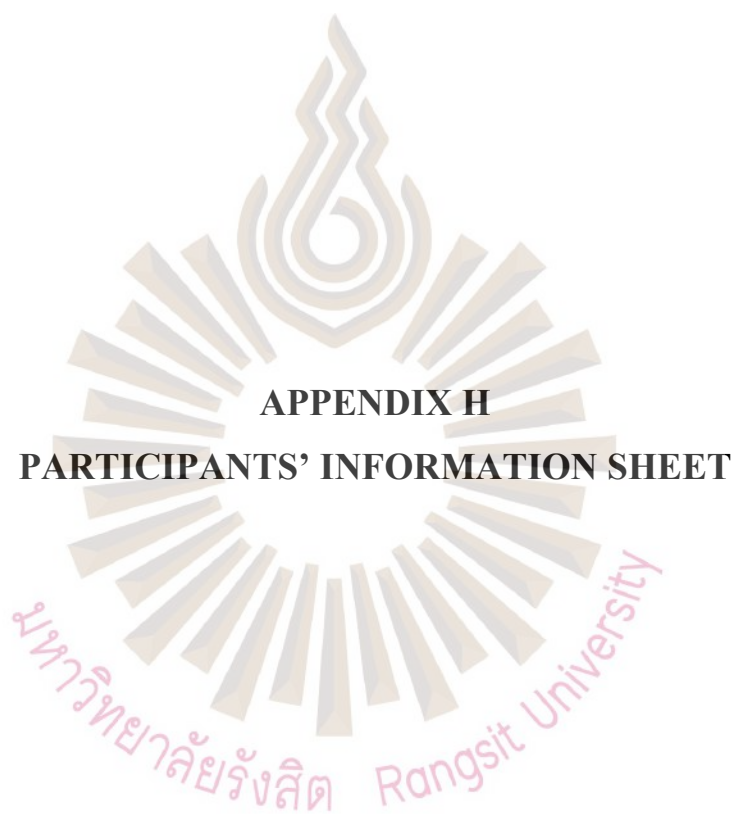
Providing research participants with information to make an informed decision as to whether to take part in research (informed consent).

Follow the the prior mentioned document have been reviewed and approved by the administration of Zongyang middle school of Anhui.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Lancang County No.1 middle School





**APPENDIX H**

**PARTICIPANTS' INFORMATION SHEET**



## Participant's Legal Guardian Information Sheet

### Dear Participant:

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

**Research School:** Lancang County No.1 middle School, YunNan Province, China

**Name:** Wen Shuqing      **Student ID:** 6509462

**Studying University:** Survadhep Teachers College of Rangsit University, Thailand

### Research Title:

THE DEVELOPMENT OF ENGLISH READING SKILL OF GRADE 7 CHINESE STUDENTS USING VIDEO CLIPS IN YUNNAN PROVINCE, CHINA.

### 1. What is the purpose of the study?

To compare the English reading skill of Grade 7 Chinese students in Yunnan province before and after using video clips. To investigate Chinese students' satisfaction of grade 7 in Yunnan province toward the use of video clips.

### 2. Expected results

Using video clips can improve the English reading skill of Grade 7 students in Yunnan Province, China. So we can apply this for teaching others skills. The video clips by teachers has a positive effect on the English classroom, which is conducive to helping students effectively improve their English reading skill

### 3. Number of participants in the study 40 individuals

### 4. Research procedures

The researchers will collect the data in four steps. This study applied a quantitative approach to collect the data, including a pretest and a post-test to assess grade 7 students' English reading skill, and then a questionnaire to indicate their satisfaction towards the use of video clips to improve their reading skill. There are three key instruments for collecting the data including: lesson plans, English reading skill tests, and students satisfaction questionnaire. The questionnaire had three sections on interest and motivation, student engagement, and efficacy in the use of video clips learning.

### 5. Duration

The research period will be 4 weeks, 4 sessions,

There is no possible risk in his research

The school has asked students who have volunteered to participate to inform their parents and has obtained consent to volunteer for the research, and the data from the study are true and valid. The school also allow 40 students to assist her with her thesis research, either voluntarily or by voluntary experiments, by agreeing to (Wen Shuqing), who is enrolled at Rangsit University in Thailand to research her thesis.



Lancang County No.1 middle School, Administration



**APPENDIX I**

**EXPERTS WHO VALIDATED THE RESEARCH**

มหาวิทยาลัยรังสิต Rangsit University

No.	Name	Position/Title	Institutes
1	Expert 1	Intermediate English teachers	Lancang County No.1 middle School, Yunnan Province, China
2	Expert 2	Intermediate English teachers	Lancang County No.1 middle School, Yunnan Province, China
3	Expert 3	Intermediate English teachers	Lancang County No.1 middle School, Yunnan Province, China



## BIOGRAPHY

Name	Shuqing Wen
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