



**THE EFFECTS OF USING MULTIMEDIA ON GUANGXI  
ZHUANG CULTURE TO IMPROVE THE FIRST-YEAR  
SECONDARY VOCATIOANAL SCHOOL CHINESE  
STUDENTS' LEARNING ACHIEVEMENT  
IN THE HISTORY LESSONS**

**BY  
JINGFEI SHI**

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### Abstract

This study aimed to examine the effects of incorporating multimedia on Guangxi Zhuang culture into History lessons on learning achievement among first-year secondary vocational school students in China and to assess their satisfaction with this teaching approach. The research involved 30 students as participants. Quantitative data were gathered through four lesson plans, pre-test and post-test assessments, and a questionnaire. The data were analyzed using means, standard deviations, and paired samples t-tests.

The results indicated a significant improvement in learning achievement when multimedia on Guangxi Zhuang culture was integrated into History lessons. The mean pre-test score was 16.67 (SD = 2.02), while the mean post-test score increased to 22.73 (SD = 2.39). Data from the questionnaire revealed high ratings across all items, indicating that most students were highly satisfied with the use of multimedia on Guangxi Zhuang culture in their History lessons.

This study introduced innovative teaching approaches for History education in ethnic regions, offering valuable insights for Chinese teachers on integrating multimedia with ethnic culture to create more engaging and effective classroom experiences.

(Total 109 pages)

Keywords: Multimedia, Guangxi Zhuang Culture, History Lessons, The First-year Secondary Vocational School Students Learning Achievement, Students Satisfaction

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

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# CHAPTER 1

## INTRODUCTION

This chapter will first discuss the background and rationale behind the study, followed by elucidating the research objectives, posing research questions, and establishing research hypotheses. Furthermore, it will address the scope, conceptual framework, terminology definitions, and expected outcomes of the study.

### 1.1 Background and Rationale of The Study

History has profound significance and influence on the Chinese people. The State and social organizations attach great importance to the continuation of history. Through the study of history, the Chinese people have been able to maintain their unique cultural qualities and values. Individuals have been able to better understand the process of social development, enhance their sense of social responsibility and civic awareness, and promote social harmony and progress. Traditional festivals, rituals, literature, art, and other cultural elements are rooted in history and are perpetuated through generations. The Chinese people's knowledge of and recognition of their common history have strengthened the cohesion and unity of the Chinese nation, inspired patriotic fervor and national pride, and provided valuable experiences and lessons that serve as important references for contemporary social governance. Through the inheritance and development of history and culture, combined with modern needs, new cultural forms with the characteristics of the times can be created, allowing culture to be passed on continuously. History profoundly influences the past, present, and future of the Chinese nation in all aspects.

Schools, as the main base of education, play an important role in passing on history. In “The Guide to the Introduction of Chinese Excellent Traditional Culture into The Curriculum and Teaching Materials of Primary and Secondary Schools” issued by the Ministry of Education of the People's Republic of China in January 2021, it is pointed out that the subject of history "is the core curriculum for the implementation of education on Chinese excellent traditional culture, plays an irreplaceable role in the inheritance of the common heritage of human civilisation, the process of its development and its important position in the process of human civilisation, understand the vastness, depth and origin of Chinese culture, and appreciate the unique characteristics of the Chinese nation, development process and its important position in the process of human civilisation, to understand the vastness and depth of Chinese culture and its long history, and to appreciate the unique wisdom of the Chinese nation." (Ministry of Education of the People's Republic of China, 2021).

At the 18th National Congress of the Communist Party of China (CPC), it was clearly pointed out in the context of deepening comprehensive reforms in the field of education that the fundamental task of education is to establish morality and nurture people, and the Guidelines for Improving Education in Chinese Outstanding Traditional Cultures issued by the Ministry of Education called for the implementation of education in Chinese outstanding traditional cultures at primary, secondary, and university levels in a phased and sequential manner, with education in the sentiments of the family and the nation, education in social caring, and education in the cultivation of character as the main contents. With regard to the education of national sentiment, the Outline stresses that "the education of national sentiment with the focus on the world's prosperity and demise, and the responsibility of the man. (Ministry of Education of the People's Republic of China, 2018) The teaching of history better helps students to establish a sense of national pride and a sense of mission in the times, so as to set up a correct outlook on life and values, and better play the role of history as a subject of education, guiding students to clear the direction of development and firm ideals and beliefs (Chen, 2024).

“The secondary vocational school history subject curriculum is a basic lessons that further applies the viewpoint of historical materialism on the basis of the history curriculum of compulsory education, takes the development of social formations from lower to higher levels as the main line, shows the basic process of historical evolution and the civilisational achievements created by human beings in history, reveals the basic laws and general trends of human historical development, and promotes the all-round development of students.” (Ministry of Education, 2018) At this stage, students can enhance their core literacy in the subject of history in an all-round way through the study of the history curriculum, establish a correct three-dimensional outlook, and lay a solid foundation for their future study and life. The subject of History involves not only the recounting of facts, but also emphasises the analysis and interpretation of historical events. This develops students' critical thinking and analytical skills, and helps them to be able to think and judge independently when faced with complex issues. They will also be able to better understand China's position and role in the lessons of world history, thereby enhancing their global perspective and international understanding (Du, 2016).

The first-year of secondary vocational school is the most important period for laying the foundation of knowledge in secondary vocational school. Helping students to form the awareness and ability of independent learning is the main purpose of teaching (Yang, 2021). secondary vocational school history subjects have high memory requirements, and for history subjects, most of the purely intellectual contents can be easily searched for by students on the Internet, so history education, especially at the secondary vocational school stage, is bound to fail to meet the development needs of students in the new era if it is only based on the teaching of knowledge. Moreover, the motivation of secondary vocational school students is now more utilitarian, and secondary vocational school history teachers need to meet the developmental needs of secondary vocational school students in the new era.

Guangxi, known as the Guangxi Zhuang Autonomous Region, has Zhuang, Yao, Miao, Dong, Mulao, Maonan, Hui, Jing and other ethnic minorities. According to the statistics of the Seventh National Population Census in 2021, the Guangxi Zhuang

Autonomous Region has a resident population of 50.12 million, of which the population of ethnic minorities accounted for 37.52 per cent of the total population, which is the first in the whole country, and the population of the Zhuang ethnic group accounted for 31.36 per cent of the total population. The people in the Zhuang region of Guangxi have created a brilliant and characteristic history in the process of development over the generations. These include the tradition of Sing folk songs, festivals such as March 3 and Cannonball Festival, embroidery, costumes, Zhuang language, writing, food, traditional music, dance, ethnic beliefs and customs, etc, which constitute the characteristic culture of the Zhuang people in Guangxi. Many of these outstanding cultures have been listed as intangible cultural heritages, so the culture of Guangxi Zhuang is well known to everyone. As a unique ethnic region, it possesses rich cultural resources, including ethnic libraries, traditional buildings, ancient villages, ethnic museums, landscapes, war ruins, and cultural research bases. Therefore, it is also possible to divide Guangxi Zhuang culture into three major parts: material culture, spiritual culture and institutional culture. The Zhuang are the most populous ethnic minority in China, and the history of the Zhuang is an indispensable part of the history of the Chinese nation (Xie, 2022).

Guangxi Zhuang Culture have has distinctive cultural characteristics. He (2021) Summarises the characteristics of Zhuang culture: Firstly, Integration of the development process. The Zhuang in Guangxi have many ethnic origins in history, and the ancestors of the Zhuang also consisted of people from various regions in ancient times, thus forming various tribes. In the title of self-ethnicity, due to the fact that the Zhuang developed to a later stage with a larger population and a more scattered distribution, there are more than ten kinds of self-appellations according to regions and languages. At the same time, due to the characteristics of multi-ethnic composition within the Guangxi region, the Zhuang people have also absorbed the culture of many ethnic groups, so the Zhuang culture is inclusive and seldom exclusive, which also makes it in the process of modern development, in addition to strengthening the cultural exchanges within their own country, but also to bring the Zhuang culture to the world, especially with the Guangxi neighbouring countries of Southeast Asia, the ethnic cultural exchanges. Next, The comprehensiveness of the Zhuang culture. It is

embodied in clothing, food, housing and transport. In terms of clothing, the Zhuang people are good at making use of all kinds of fabrics to produce dress requirements for different occasions and seasons. In terms of food and drink, the Zhuang people's agriculture and animal husbandry matured earlier and inhabited subtropical climatic areas, so the abundant food provided the Zhuang people with sufficient energy for material production. In terms of housing, the Zhuang people have built houses with both drainage and livestock breeding. In terms of travelling, the Zhuang people attach importance to communication with the outside world and make full use of tools to transform travelling tools. Finally, The spread of Zhuang culture. The spreading nature of Zhuang culture is reflected in the fact that its value has transcended its influence on its own people. For example, Guangxi's Zhuang brocade textile industry and embroidered ball handicrafts are not only sold in the Zhuang region, but have also gained recognition in the country and other regions, and are exported to foreign countries. The Zhuang "Liu Sanjie" song has not only been sung locally, but also appeared on major stages and in textbooks, becoming a typical representative of ethnic music (He, 2021).

These characteristics determine that Zhuang culture permeates every aspect of the daily life of the people in the Guangxi region. Therefore, at the level of material culture, Zhuang culture can provide rich materials and learning materials, which makes it easy for schools to carry out various teaching activities and explore educational resources with the flavour of Zhuang culture. At the spiritual level, the Zhuang culture has a wide range, and its extension of the national spirit has a good educational effect and is suitable for integration into the classroom.

The use of multimedia in teaching and learning refers to the integrated use of multiple forms of media, such as text, images and video, to present content, support teaching and promote students' understanding and learning. The use of multimedia can mobilise multi-sensory engagement and provide students with a rich learning experience. This type of teaching usually combines traditional lectures and digital tools, using multimedia technologies such as computers, projection equipment, electronic whiteboards, etc., to visualise and concretise abstract concepts and help

students better grasp the content of their knowledge. Teaching through multimedia equipment, in today's colleges and universities is mainly embodied in the use of illustrated lessonware, audio-visual impact of audio-visual resources to assist the teaching of history subjects. Scientific research has proved that the human brain is divided into left and right half, the left half of the brain is in charge of the text memory function, the right half of the brain is dominated by the image and audio-visual memory function. Combining this theory with the teaching of history, it can be clearly found that the teaching mode of history before senior high school is mostly to tap the left half of the brain and emphasise the students' ability to memorise words. Under the teaching environment of high pressure of further education, students' text memory ability has been developed to a greater extent, so by using the image memory function of the right brain, presenting the knowledge points in the form of pictures, videos and other forms, it can improve students' learning efficiency.

The use of multimedia is indispensable in history classroom teaching, and the display of Guangxi Zhuang culture is also indispensable to the medium of multimedia. Through multimedia, such as video, pictures, vividly display the history, customs and culture of Guangxi Zhuang, make students feel the uniqueness of the culture more intuitively, increase the interest and participation in learning, and help students better understand and remember the connotation of culture and historical background. And multimedia can concretise abstract historical knowledge and enhance students' knowledge and perception of culture. Multimedia teaching is often combined with interactive tools, such as interactive whiteboards or virtual visits to cultural sites in Guangxi. This interactive approach not only stimulates students' interest in learning, but also improves their learning participation and autonomy.

So, to put it another way. Guangxi Zhuang Culture into the secondary vocational school History teaching, that is, in the students' daily life familiar things for screening, and refined into the history curriculum content, can let the students feel that history is not far away from their daily lives, and through multimedia to show Guangxi Zhuang culture. So as to stimulate students' interest in learning history, the history classroom becomes colourful.

There are some urgent problems in the secondary history lessons, such as the content of the teaching materials is not vivid enough, the relevance and effectiveness still need to be enhanced. In this regard, History teachers need to change the traditional concept of teaching materials and resources, proactively develop and utilise new teaching materials, explore the local ethnic resources around the students, and integrate the local resources around the students into the teaching. Being in an ethnic area, the most typical teaching resources that students have the most contact with and are most able to accept are the cultural resources of their own ethnicity, and the use of cultural resources of their own ethnicity can connect the boring book knowledge with the cognitive experience of the students. Thus, it can be seen that the local culture of ethnic areas can assist students in understanding textbook knowledge, help stimulate students' desire to explore, promote students to change the way of learning, and achieve the purpose of improving the core literacy and performance in history.

Shi (2020), the study that the traditional culture into the history classroom is: learn to innovate, so that traditional culture teaching to adapt to the needs of the development of the times; carry out multiple learning evaluation, pay attention to the students' learning feedback; enrich the campus culture of rural high schools. Guo and Lu (2023) It is believed that we should pay attention to the regional characteristics and the teaching characteristics of secondary schools, focus on various activities inside and outside the classroom, and seize all the Zhuang resources that can be used. Liu (2021), the study concluded that in the specific implementation process, the use of "two lessons and four steps" is the most important. In the specific implementation process, the teaching is carried out by "two classes and four steps" teaching method, i.e. in the first classroom, teaching is organised by introducing new lessons, classroom interludes, classroom summaries, knowledge transfer, etc.; in the real classroom, teaching is carried out by viewing and visiting, organising lectures, carrying out thematic class meetings, organising club activities, etc. Xie (2022), the study found that in the history classroom, it is necessary to actively guide students to independent inquiry learning, improve the combination of Zhuang history and culture in the high school history classroom teaching, and take a multi-channel approach to the integration of Zhuang history and culture, and other implementation proposals.

Therefore, according to previous research and combined with this study, it is concluded that there are three steps in integrating Guangxi Zhuang culture into the history curriculum. In the first step, teachers should fully understand the textbook knowledge and grasp the key points of the curriculum. The second step is to develop Zhuang cultural resources that can be used. Guangxi Zhuang history resources are abundant and need to be screened. According to the teaching needs, lessons objectives, and students' learning, suitable Zhuang culture is screened. The third step is to apply them in the classroom. In the classroom, the introduction of pre-lessons materials is usually used to throw out a certain event of Zhuang culture and stimulate students' interest. After teaching the knowledge points of the course, the relationship between the two is clarified by reproducing the Zhuang culture, so as to deepen students' memory of the knowledge points.

In related research, Wei (2024) found that integrating Zhuang culture into curriculum teaching as curriculum resources not only enriches teaching resources and develops practical activities with the characteristics of Guangxi, but also helps to enhance students' sense of national identity and to inherit and develop Zhuang culture. Xiao and Liao (2024) found that the Zhuang brocade in the Zhuang culture can be used as a material for students to understand the knowledge points of the curriculum. Luo (2022) found that Zhuang culture can promote the development of aesthetic education in secondary schools. By fully exploring the local cultural materials of the Zhuang people, it is possible to carry out thematic unitised teaching. He (2021) found that the use of Zhuang culture in teaching, firstly, can build a good curriculum resource base, and secondly, classroom teaching from the four stages of interesting introduction, teaching a new lesson, ending points, and assigning homework.

Although there are studies on the integration of Guangxi Zhuang Culture into teaching and learning, most of the studies have focused on English course, Chinese course, and art course, and few studies on history course have been involved. Based on this, this study will incorporate Guangxi Zhuang Culture in the history class of the first year of secondary school to improve their learning achievement in History lessons.

It is hoped that this study will further focus on the strategies and effectiveness of integrating local culture into subject teaching in order to better meet students' learning needs to improve their learning learning achievement in History lessons. By exploring the influence of Guangxi Zhuang Culture on the teaching of the history subject, we aim to provide theoretical support for practical teaching.

## **1.2 Research Objectives**

1.2.1 To compare the first-year secondary vocational school students' learning achievement in the History lessons before and after using multimedia on Guangxi Zhuang Culture.

1.2.2 To examine the first-year secondary vocational school students' learning satisfaction towards using multimedia on Guangxi Zhuang Culture in the History lessons.

## **1.3 Research Questions**

1.3.1 Was the first-year secondary vocational school students' learning achievement in the History lessons improved after using multimedia on Guangxi Zhuang Culture?

1.3.2 How was the first-year secondary vocational school students' learning satisfaction high after using multimedia on Guangxi Zhuang Culture in the History lessons?

## **1.4 Research Hypotheses**

1.4.1 The first-year secondary vocational school students' learning achievement in the History lessons was improved after using multimedia on Guangxi Zhuang Culture.

1.4.2 The first-year secondary vocational school students' satisfaction towards using multimedia on Guangxi Zhuang Culture in the History lessons was at a high level.

## 1.5 Scope of the Study

This research was conducted at the Guangxi Yulin Agricultural School in the Guangxi Zhuang Autonomous Region of China, where a cohort of 150 students in the first-year of secondary vocational school is enrolled. Employing a clustered random sampling technique, a single class with 30 students was selected from the school as the research sample. The researcher gave the students a uniform classroom standardized book prescribed by the Ministry of Education as a means of comparing changes in students' historical learning achievement before and after using Guangxi Zhuang Culture in the classroom.

### 1.5.1 Location of the study

The researcher conducted this study at a secondary vocational school located in Yulin, Guangxi Zhuang Autonomous Region, which aligned with the city's average educational standards. It comprised 2,000 students and 160 teachers. In Figure 1.1, the location of the Research School is shown.



Figures 1.1 Location of the study

Source: Oneecho, 2017



### 1.5.5 Content of Lesson plans

The researcher developed four teaching plans. Collaborating with the history teachers at the Guangxi secondary vocational school, use the book: Chinese History (Li & Meng, 2023) the researcher engaged in discussions regarding content selection, focusing on how to better integrate Guangxi Zhuang Culture with history curriculum content. The lesson plan was shown in the table 1.2.

Table 1.2 Lesson plan

Lesson Plans	Time	Topics	Teaching method
Test		Pre-test	
Lesson plan1	1st class (45min)	The Origin and Early Development of Chinese Civilisation (中华文明的起源与早期发展)	<ol style="list-style-type: none"> <li>1.The teacher use the multimedia of pictures to show the Guangxi Zhuang Culture: Guilin Caipi Yan Site (桂林甑皮岩) in computer screen</li> <li>2. Ask the students where the address on the picture is and what features it have and let some student to answer. the teacher announced the answer: this is a residence and cemetery of our hometown-Guilin ancestors in the Neolithic Age.</li> <li>3.Introduce the knowledge of the new lesson: the representative cultural sites of the New and Old Stone Age.</li> </ol>
	2nd class (45min)		<ol style="list-style-type: none"> <li>1.Use multimedia of pictures and video to show Guangxi Zhuang Culture in computer screen: rice field culture</li> </ol>

Table 1.2 Lesson plan (Cont.)

Lesson Plans	Time	Topics	Teaching method
			<p>2.The teacher ask the students to share how the rice fields in their own lives were ploughed.</p> <p>3.After students' active interaction, the teacher introduced the knowledge points of the text</p>
Lesson plan2	3rd class (45min)	<p>The Historical Upheaval of the Spring and Autumn Period and the Warring States Period (春秋战国的历史巨变)</p>	<p>1.The teacher use multimedia of picture to show the culture of the Zhuang people in Guangxi in computer screen: Painted Mountain Mural (花山壁画), and the students discuss the content of the mural.</p> <p>2. The teacher introduces the evolution of the "patriarchal system".</p>
	4th class (45min)		<p>1.The teacher ask the class to share what they would do during the "Guangxi Zhuang March 3".</p> <p>2.Use multimedia of Smart Whiteboard. On the left side of the board, the teacher lists examples from the class, and on the right side of the board, the teacher asks the students to discuss what school of thought the corresponding activit.</p> <p>3.Introduce the knowledge of the new lesson.</p>

Table 1.2 Lesson plan (Cont.)

Lesson Plans	Time	Topics	Teaching method
Lesson plan3	5th class (45min)	The Establishment of the Unified Multi-ethnic Feudal State of Qin Dynasty (秦朝统一多民族封建国家的建立)	Use multimedia of Smart Whiteboard. Have the students draw a rough map of Qin Shi Huang's southern expedition and find "Guangxi". This will deepen the students' understanding of the process of unification of multi-ethnicity by Emperor Qin Shi Huang.
	6th class (45min)		1.Display the tangible cultural heritage of the Zhuang people: the Spirit Drainage Canal (灵渠), and ask the students. 2.Teacher introduces a series of policies made by Qin Shi Huang to establish a feudal society.
Lesson plan4	7th class (45min)	Efforts to explore the way out for the country and to save the nation from peril (探索国家出路和拯救民族危亡的努力)	1.Use multimedia of PPT to show how the Zhuang culture in Guangxi: the ruins of Jintian Village in Guiping, and let the students guess which revolutionary movement it is.2.Combine the pictures to introduce the new knowledge and sort out the historical event of "Taiping Heavenly Kingdom Movement". (太平天国运动)

Table 1.2 Lesson plan (Cont.)

Lesson Plans	Time	Topics	Teaching method
	8th class (45min)		<p>1. Use multimedia of Smart Whiteboard to show how the geographical location of the Friendship Pass in Guangxi in computer screen, and let students discuss with which country the war is most likely to take place here.</p> <p>2. lead to the new knowledge of "Sino-French War - Zhennan Pass Great Victory". The Sino-French War further introduces the necessity of the development of the "Foreign Affairs Movement" as a historical event.</p>
Test		Post-test	

## 1.6 Conceptual Framework

In this study, the independent variable was multimedia on Guangxi Zhuang Culture. The student learning achievement in the History lessons of the first-year secondary vocational school and the learning satisfaction were dependent variables.

The Figure 1.2 visually presents the study's conceptual framework:

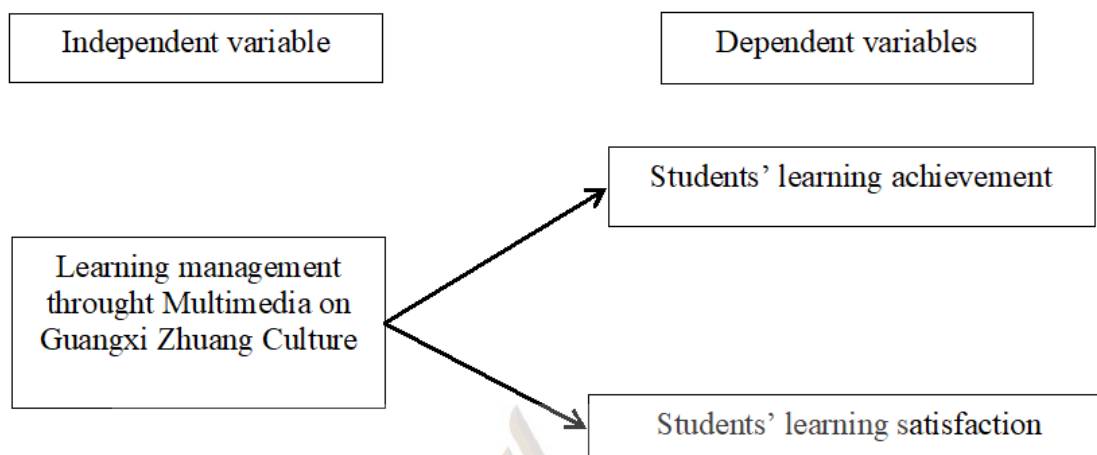


Figure 1.2 The study's Conceptual Framework

## 1.7 Research Terminologies

**Guangxi Zhuang Culture** refers to a unique culture created by the Zhuang people of the Guangxi Zhuang Autonomous Region over thousands of years of history. Zhuang culture is rich in resources and can be integrated into history teaching activities to help schools and teachers achieve curriculum objectives. Based on history teaching activities, this study suggests that they can be categorised into: material, spiritual and institutional cultures. In the history classroom of this study, combining the knowledge points of lectures with a certain part of Guangxi Zhuang Culture and mobilising the life realities that students are familiar with are used to assist history teaching, so as to achieve the purpose of cultivating history literacy and improving History learning achievement.

When implemented in the classroom. 1) The teacher screens out the Guangxi Zhuang culture associated with the knowledge points of the lessons. 2) Shows the materials related to this Zhuang culture in the form of pictures and videos with multimedia as a pre-course introduction to the students, and asks them relevant questions and discusses them, so as to connect to the knowledge points of the history lessons. 3) In the post-course summary, the Guangxi Zhuang culture is shown again to clarify the relationship between the cultural content and the historical events and to deepen the students' memory.

**Multimedia** refers to a collection of multiple media. It includes images, audio, video, etc. The use of multimedia can engage students' multiple senses. This teaching method usually combines traditional lectures and digital tools to visualise and concretise abstract concepts and help students better grasp the content of knowledge. In this study, multimedia refers to pictures, video, PPT, textbook and Smart Whiteboard used to better present Guangxi Zhuang culture.

**History Lessons Learning Achievement** refers to the results of the achievement tests (pre-test and post-test). It use to measure students' learning outcomes. Achievement tests generally cover four areas: knowledge and ability, analytical skills, affective attitudes and cultural literacy. The subject of History is a humanities and social discipline. In teaching and learning, the emphasis is placed on the cultivation of students' core literacy in the subject of History, which refers to the basic literacy and competence that students should possess in the process of learning the subject of History, and it includes the mastery of historical knowledge, the cultivation of historical ways of thinking and the formation of historical values.

**Students' Learning Satisfaction** refers to the first-year secondary vocational school students' interest and motivation in Guangxi Zhuang Culture, their engagement to learn, and their efficacy of learning. This study applied a 5-point Likert Scale Questionnaire with 15 statements to assess students' learning satisfaction.

**The First-Year Secondary Vocational School Students** refer to adolescents aged 15-16 years old, and in this study, are students enrolled in the first-year of a secondary vocational school in Guangxi, China. Entering a new secondary vocational school environment, the heavy load of academics as well as changes in the adjustment of life and routine require students to re-adapt, so the first-year of senior secondary vocational school is also a period of interest cultivation and knowledge laying for students.

## 1.8 Significance of the Study

It was hoped that the use of multimedia on Guangxi Zhuang Culture would increase students' interest in learning the subject of history, lay a good foundation for history learning and improve students' learning achievement in History lesson during the first-year of secondary vocational school, a stage of knowledge articulation between junior and senior secondary vocational school. It helped develop students' core literacy in History and enhance the concept of patriotism.

It was hoped that this study would provide education practitioners with new teaching ideas. In this study, the fit between local resources and History teaching was shown, as well as how to design teaching cases to achieve better teaching results, which provided teaching templates for teachers in ethnic areas.

This study enriched the resources of the secondary vocational school History lesson, provide learnable ideas for developing local historical materials in secondary vocational school history teaching, and explored feasible ways and methods for applying them to secondary vocational school history teaching.



## **CHAPTER 2**

### **LITERATURE REVIEW**

In this chapter, a concise overview of key concepts and pertinent literature is provided to establish the theoretical foundation for the study. This includes education of history lessons in China, secondary vocational school education in China, education in the history lessons in the first-year of secondary, criteria for assessing learning achievement in History Lessons, Guangxi Zhuang Culture and related research and studies.

#### **2.1 Education of History Lessons in China**

Education in the subject of History has a long history in China. After the founding of the People's Republic of China, the subject of History was gradually incorporated into the national education system and became an important subject in schools at all levels. Especially in the 1950s and 1960s, the study and education of history received strong support from the State, and a more complete system of the subject was formed.

The purposes of China's history curriculum are manifold, aiming to cultivate students' historical consciousness, patriotic sentiment and comprehensive quality through history education. The purposes can be broadly divided into: 1) to enable students to recognize the cause-and-effect relationship of historical events, to understand historical events, to enhance their understanding and knowledge of history, and to cultivate the ability of historical thinking; 2) to stimulate students' national pride and patriotic enthusiasm, and to set up a correct sense of values and outlook on life; and 3) to enable students to recognize the relationship between the individual and the society, and to enhance their sense of social responsibility and civic awareness.

Therefore, the teaching of the history curriculum requires students to master historical knowledge, develop historical thinking and form historical values.

The History lessons under the Chinese education system is characterized at all levels. At the elementary school level, the history curriculum mainly integrates historical knowledge into the Daofa and Chinese courses to give students a preliminary understanding. At the junior high school level, history is formally offered as an independent course covering Chinese, modern and world history, aiming to cultivate students' historical awareness and patriotic feelings. At the senior secondary level, history lessons are divided into compulsory and elective parts, with the compulsory courses mainly covering Chinese history and world history, and the elective courses covering thematic studies and in-depth explorations. Students are required to be able to develop a deeper understanding of historical knowledge, and to cultivate their historical analysis and critical thinking skills, laying a foundation for the college entrance examination and future studies. At the undergraduate level, the discipline of history has a specialized history department, with courses covering ancient Chinese history, modern history, world history, etc., aiming to cultivate specialized research talents. As for the postgraduate education stage, it focuses on the cultivation of research ability, and the research direction at the master's and doctoral levels is more specialized and subdivided. Moreover, the textbooks are uniformly written and validated by the Ministry of Education, and the contents are constantly updated.

Although the history curriculum varies from one stage to another, its content will cover political, economic, cultural, social and military history. Students will learn about the changes of power, political systems and major political events in China through the ages, the economic structure and development, Chinese culture, art and ethnicity, class relations, social phenomena, military warfare and systems.

## 2.2 Secondary Vocational School Education in China

Specialized secondary schools are open to junior high school graduates, who choose their majors before entering the school, and after graduation can take the separate entrance examination for higher vocational colleges and universities or sit for the general advancement examination, the duration of which is generally three years, and is a form of senior high school education. Unlike ordinary high schools, specialized secondary schools pay more attention to the learning of students' special skills, and their purpose is to cultivate skilled talents and high-quality workers for the society, therefore, the curriculum of specialized secondary schools is divided into two categories: specialized courses and cultural courses (Tang, 2017).

As early as 2018 and 2019, the Ministry of Education (MOE) issued syllabi on moral education and language subjects, aiming to standardize the curriculum and implementation of cultural courses. In October 2019, the MOE issued the Program of Public Basic Courses for Secondary Vocational Schools : the compulsory credits of the public curriculum for secondary students are 48 credits, with the subject of history accounting for 4 credits.

After more than 10 years of reform practice, the cultural curriculum of secondary specialized schools has achieved some success. However, because most students enrolled in secondary specialized schools have a weak foundation in cultural courses, teachers pay more attention to imparting knowledge in specialized courses, and there is still a phenomenon of emphasizing vocational and professional skills and neglecting the teaching of basic cultural courses. This situation is not conducive to secondary vocational education's ability to cultivate high-quality workers and technically skilled personnel. Therefore, the state has been continuously carrying out and paying attention to the reform of cultural courses in secondary specialized schools (Wang, 2020).

## **2.3 Education in the History lessons in The First-Year Secondary Vocational School in China**

### **2.3.1 Characteristics of students in the first-year of secondary vocational school**

The first is a weaker foundation of general education courses. In the vast majority of regions in China, the admission score line for secondary vocational school is lower than that for ordinary high school, so the general education courses level of secondary vocational school students is lower than high school students. Because of the weaker learning motivation of the secondary vocational students, they think that they chose the secondary vocational school in order to acquire skills and find a job after graduation, so their attitude towards the cultural courses is rather bland, and the attitude of the secondary vocational students towards learning is not correct, and in the period of junior high school which is all about teaching the cultural courses, they slacken off into the nature of their own, and so they don't have the habit of studying the cultural courses seriously.

The second is the stage of adolescent mental state. Secondary vocational students are in the critical period of emotion, attitude and value formation, at this stage, their self-consciousness is increasing and they are eager to be recognised by others, which makes them face the contradiction of 'role unity and role confusion', that is to say, they don't know what kind of person they can and should become in the future. In this contradiction, some of them choose to escape, while others choose to blindly follow the opinions of others, lacking the ability of independent thinking and clear life goals.

The third is that secondary vocational schools are usually set up in districts above the county level, and the student population comes from all over the world, among which students from small towns or villages account for a considerable proportion. When they enter higher-level schools, they are prone to varying degrees of

maladjustment in their psychology, life, and interactions due to the change of environment.

The fourth is the stronger practical ability. The biggest difference between secondary vocational students and high school students lies in the fact that with their own professional attributes, a large part of their future students will have to face the problem of employment and go to work. Their active thinking, rich imagination, accept new things fast characteristics of intuitive knowledge learning and grasping but easier. But also because of their own professional attributes and employment pressure, making secondary students' utilitarianism is relatively strong, which will also lead to their greater emphasis on professional learning, ignoring the important role of cultural learning (Cai, 2022).

This study uses Guangxi Zhuang Culture to integrate into the course, which conforms to the characteristics of learning psychology of first-grade secondary vocational school students, and can help students adapt to the middle school history curriculum based on interest.

### **2.3.2 Secondary vocational history subject education**

In March 2000, the Ministry of Education issued the Opinions on the Principles of Formulating Teaching Plans for Secondary Vocational Schools, which guided the formulation of teaching plans for secondary vocational schools. The Opinions point out that secondary vocational education bears the dual tasks of 'implementing cultural basic education at the senior secondary level' and 'cultivating vocational ability', and explicitly stipulates that secondary vocational courses are divided into two categories, namely general education courses and professional courses, with a ratio of 4:6 in terms of class hours (Ministry of Education of the People's Republic of China, 2000).

After years of continuous adjustment, in February 2020, the secondary history curriculum standard was officially released, which emphasises that the structure of the history curriculum in secondary schools consists of two parts, namely, 'basic module

+ extension module'. Secondary school students in China have to study the 'Foundation Module' course regardless of their specialisation. The 'Foundation Module' consists of 4 credits and 72 credit hours, of which there are a total of 15 study topics in Chinese History, accounting for 45 credit hours, and the contents of the study include Ancient Chinese History, Modern Chinese History, Modern Chinese History and Modern Chinese History, There are a total of 15 study topics in Chinese History, accounting for 45 credit hours, covering ancient Chinese history, modern Chinese history and modern Chinese history. There is also an additional topic on 'Exquisite Traditional Craftsmanship', which presents examples of famous craftsmen and allows students to gain insights into their future career development.

The designated books for the subject of history in secondary schools are: Chinese History and World History (Textbook for Secondary Vocational Education), in which the nature of the course and the tasks of history teaching in secondary vocational schools are clearly spelled out. It emphasises that the history lessons in secondary vocational schools is a compulsory public foundation course for all secondary vocational school students. The task of the course is to further cultivate and improve students' historical awareness, cultural quality and humanistic literacy on the basis of the history curriculum of compulsory education, to enhance their sense of historical mission and social responsibility, to further carry forward the national spirit centred on patriotism and the zeitgeist centred on reform and innovation, and to cultivate and practise socialist core values; to cultivate a sound personality and develop a professional spirit, so as to prepare students for their future study and work and life in secondary vocational schools. students to lay the foundation for their future study, work and life (Tan, 2020).

This study applies Guangxi Zhuang Culture to the History lessons, in full accordance with the teaching standards and objectives of the secondary history lessons, and incorporates relevant links to Guangxi Zhuang culture in the designated teaching books to provide rich teaching materials and stimulate students' interest in learning.

### **2.3.3 Integration of the teaching of the history lessons with the characteristics of secondary vocational school teaching**

In the secondary vocational history lessons, the content requirements of the foundation module focus more on the history of science, technology and culture. The secondary history curriculum should not only provide students with comprehensive literacy, but also cultivate the core literacy of subjects related to their own majors, taking into account the students' career and professional characteristics, so as to meet the needs of the future career development of secondary students. Students' cultural foundation is poor, so there is more basic knowledge in the history textbooks for secondary schools and the unit settings are simpler than those of ordinary senior secondary schools. The publication information under 'Outline of Chinese and Foreign History' of GSS states that the word count is 283 000 words, where as the publication information of 'Chinese History' for secondary vocational schools states that the word count is 200 000 words, and the history textbooks for secondary vocational schools have about 30% fewer words than the history textbooks for History school. Judging from the common features of these omitted contents, they are either more complicated or relatively less important (Cai, 2022).

The subjects of this study are students of information technology who major in animation design classes, and the teaching of Guangxi Zhuang Culture in History lessons can give them the ability to enhance their understanding of history and cultivate historical literacy while improving their aesthetics and inspiration for their major classes.

## **2.4 Multimedia**

Multimedia, denoting multiple media. According to *Multimedia and Teaching*, 'Multimedia refers to the use of computers to interactively synthesise a wide range of information such as text, graphics, images, animation, audio and video, and to make logical relationships between them to facilitate access to the information.' Han and Zhang (2017) pointed out in their book 'Multimedia Technology and Application' that

multimedia is the meaning of multi-media, in multimedia computer technology, can be understood as a direct role in the human senses of text, graphics, animation, sound and video and other types of media, that is, a variety of information carriers in the form of expression and delivery methods. From the above, we can see that multimedia is a broad concept, is a system of information integration of multiple media.

The teaching mode of human-computer interaction in multimedia is the focus of the current exploration of information technology in education, and is also in line with the characteristics of educational activities that have people as their direct objects and influence their development as their direct purpose. Chen (2023) found that in today's information-based society, the volume and update rate of information has exploded, and traditional teaching methods have been unable to meet the needs of students' information acquisition. The combination of multimedia technology and traditional teaching methods meets the need of students to acquire a large amount of information in their learning.

According to Yang (2021), history is an interpretive science, and it is impossible to restore the original appearance of history in teaching, but multimedia technology can show the historical relics, ruins, textual records, photographs, and audiovisual recordings and other materials. Yan (2022) argues that in multimedia teaching methods, the common teaching tools used by teachers are presentations, which include interspersing pictures, charts, videos, and historical materials in the presentations. By using this kind of courseware for teaching, the historical situation can be reproduced to a large extent, so that students can feel the history immersively, mobilise students' interest in learning, and cultivate students' initiative in learning history and exploring history. In teaching, multimedia technology allows students to play a more active role, so that students' learning becomes more creative and independent. And multimedia can promote students' active thinking, the history subject often needs to be combined with a large number of textual historical facts, and thus with the text of the teaching method. Multimedia can help teachers with vivid pictures and audio-visual materials to help teachers to tell, so as to dilute the rigidity of the large text lectures, so that the historical narrative tends to be dynamic. Higher

education teachers in the process of narrative, more dynamic and rich multimedia resources can be used to give students thrown questions, triggering the students' active thinking, so as to improve the form of history teaching in colleges and universities, will be the introduction of more living water in the classroom (Cai, 2023).

In this study, the multimedia choices were: pictures, videos, PPT, textbooks, and smart whiteboards. Pictures as well as videos were used to present the extracurricular materials needed in the classroom more intuitively, the content of the textbook was presented to the students in a more logical way through PPT, and through the smart whiteboard, the form of classroom teaching was turned into interactivity with the students, which improved students' interest in the classroom and captures their attention.

## **2.5 Guangxi Zhuang Culture**

### **2.5.1 The Definition of Guangxi Zhuang Culture**

The Zhuang are the most populous ethnic minority in China, with more than 90 per cent distributed in Guangxi. Zhuang culture refers to the culture of a single ethnic group under the complex of Chinese culture, and the Zhuang culture in Guangxi is a culture created by the local people in the process of long-term historical development under the influence of their unique natural environment and humanistic background (Lu, 2021). The Zhuang is a nation with a long history and culture, according to records, the ancestors of the Zhuang in the Shang and Zhou Dynasties and the Central Plains people and economic, political and cultural exchanges. By the Tang and Song Dynasties, trading markets had appeared. The Zhuang people have an open and enthusiastic national character, and have continuously exchanged and integrated with the outside world, forming their own cultural characteristics. The Zhuang people and their ancestors created and enjoyed the rice culture, stone shovel culture, Huashan culture, copper drum culture, dry bar construction culture, brocade culture, mountain song culture and so on, which became an important part of the Chinese national culture.

Guangxi Zhuang Culture can be divided into three broad categories: material culture, spiritual culture and institutional culture.

1) Material culture includes historical sites, memorials and museums.

1.1) Lingqu: located in Xing'an County, Guangxi Zhuang Autonomous Region. It was built by Emperor Qin Shi Huang to open up Lingnan and unify China. It is known as the 'Three Great Water Conservancy Projects of Qin Dynasty' together with Dujiangyan in Chengdu and Zhengguoqu in Shaanxi.

1.2) Rongzhou Ancient City: a city site in the Tang Dynasty. Situated on the north and south banks of the Xiujiang River, it covers most of the urban area and suburbs of today's Rongcheng Township. A large number of Tang and Song Dynasty artefacts have been unearthed at the site of the ancient city. Rongzhou was an important gateway to Jiaotong. It was an important area during the economic and cultural prosperity of Guangxi in the Tang Dynasty.

1.3) Site of Taiping Heavenly Kingdom Uprising in Jintian Village: Located 25 kilometres north of Guiping County, Guangxi, the Taiping Heavenly Kingdom Peasant Revolutionary Army led by Hong Xiuquan on 11th January 1851 launched a great uprising in Jintian Village that shook the whole country and the world.

1.4) Youyi Pass: located at the border between China and Vietnam, it is the key point of the Sino-Vietnamese land passage. The original name is Yongji Pass, which was renamed as Youyi Pass in 1956.

1.5) Friendship Pass, is an important military stronghold in ancient times, and has been heavily guarded by soldiers throughout the ages. During the Qing Dynasty, when the French invasion army tried to invade across the border, the general Feng Zicai led the local strong troops to fight against the French army in this place. This was the famous 'Great Victory of Zhennan Pass', which left a brilliant chapter in the modern history of China in which the Chinese people opposed imperialism.

1.6) Guangxi Zhuang Autonomous Region Museum: The whole building is divided into three major parts: the display building, the ethnic cultural relics court and the cultural relics storehouse. Display building, at present, the collection of cultural relics of Guangxi Zhuang Autonomous Region Museum reaches more than 40,000 pieces.

1.7) Guangxi nationalities museum: is to Guangxi national culture as the theme of the museum. The focus of the Guangxi Ethnic Museum is to collect, study and display the traditional cultures of the 12 ethnic minorities in Guangxi, and to take into account the cultural research, collection and display of cultural relics and materials in the ethnic regions around Guangxi and in Southeast Asia.

1.8) Jingxi Zhuang Museum: a local comprehensive museum, as well as the Chongzuo Zhuang Museum and the Longsheng Longji Zhuang Ecological Museum.

1.9) Western Han Dynasty bronze drum with heron motif. Bronze drums are a kind of bronze ceremonial tools around southern China and Southeast Asia, with a history of two thousand six hundred years. Bronze drums were the symbol of the ancient regime, as well as a tool for rituals and entertainment, and were widely used in displays, assemblies, alliances, battle formations, rituals, entertainment, funerals and other occasions. The art of bronze drums is also a comprehensive art integrating smelting, casting, painting, sculpture, music and dance, and the diversity of its modelling and decoration fully reflects the economic situation, craftsmanship level and cultural style of the southern minority at that time.

2) Spiritual Culture, including notable historical figures and intangible cultural heritage.

2.1) In their long historical development, the Zhuang people have formed a national character with strong centripetal force, and a number of outstanding characters have emerged. For example, Liu Sanjie: an ancient folklore singer. Nong Zhigao: leader of the Zhuang peasant uprising during the Northern Song Dynasty. Tan Gongzhang: leader of the righteous army, who led the people in the first struggle against the oppression of landlords in Chinese history. Xiao Chaogui: one of the leaders of the Taiping Rebellion. Wei Baqun: a native of Donglan County, Guangxi, an outstanding leader of the peasant movement. Wei Jie: Founding Lieutenant General.

2.2) Handicrafts: Zhuang brocade, a famous traditional craft of the Zhuang people. The ancestors of the Zhuang people had a unique aesthetic for cotton weaving, and cotton brocade began to appear in the Southern Dynasty, which was thick, strong and durable, and was transported to the Northwest, where it was

favoured by herdsmen as well as the army. Zhuang embroidered ball, 'throwing embroidered ball' is a characteristic folklore activity of Zhuang people in Guangxi, embroidered ball is also the love token and lucky charm of Zhuang people in Guangxi, and it is the most characteristic handicraft in Guangxi area. Five-coloured glutinous rice, the Zhuang people soak glutinous rice with various natural plants to make five-coloured glutinous rice, which is used for rituals and entertaining guests, symbolizing happiness and unity.

2.3) Traditional Festivals: Respect for the Elderly, Nongdong Festival of the Zhuang, March 3, Frost Festival of the Zhuang, Jumping Lingtou of Qinzhou, Cannonball Dragon Festival of Binyang, Copper Drums of the Zhuang, Ant Festival of the Zhuang, Song Pike of the Zhuang, Shanglin Lantern and Wine Festival, and Longmu Festival of Shanglin.

2.4) Folk Literature: Zhuang Bird Clothes Stories, Zhuang Clarion Songs, Liu Sanjie Songs, Buluo Tuo, Zhuang Chuan Yang Songs, Jingxi Zhuang Folk Songs, Wuming Zhuang Mountain Songs, Zhuang Drums, Zhuang Bee Drums, Zhuang Shigong Opera, etc.

### 3) Institutional culture:

3.1) Guangxi Tusi system. It refers to a special method of rule implemented by emperors during the Qin-Han to Song dynasties in order to control ethnic minority areas, i.e., on the basis of recognising central rule and without destroying the political, economic and cultural systems of the ethnic minority areas, the heads of the ethnic minorities were controlled so as to achieve the rule over the ethnic minorities.

3.2) Customary law of the Zhuang people. In the practice of production and life, in order to maintain the social order of villages and regulate the activities of villagers, the Zhuang people have gradually formed a system of village self-government, the Du Lao system, in which adult males of high moral standing are elected as representatives of a village through the election of village people. The village rules and regulations of the Zhuang villages, as well as the assessment of village matters of all sizes, are all organised and decided by this elected male as the representative. After the reform and opening up of the country, the earliest self-governing organisations of villagers appeared, and after the implementation of the land contract responsibility system in 1980,

the Zhuang people also set up 'villagers' committees' to deal with social affairs. The villagers' committees were incorporated into the Constitution in 1982.

The cultural resources of the Zhuang people in Guangxi are rich, including material, intangible, spiritual and institutional cultures, which can be found everywhere in the Zhuang region of Guangxi. These cultural resources are rooted in the life of Zhuang people, so they become the best teaching aids in the classroom of history teaching. For example, the Caipi Yan site in Guilin, because it was born in the early era of Chinese Civilisation and records the early life of our ancestors, can be used as an introductory material for the course 'The Origin and Early Development of Chinese Civilisation' to stimulate students' interest.

### **2.5.2 Advantages of Guangxi Zhuang Culture**

Guangxi Zhuang Culture contains the Zhuang people's sense of nature and life, and it is also the spiritual fruit that the Zhuang people have accumulated and precipitated step by step in the long river of history and handed down to this day. It has an important value in the unique ideological and political education, and at the same time it has practical value, research value and reference value.

For the subject of history, Zhuang culture enriches the historical materials. The book 'Chinese History' is rich in content, containing knowledge points from ancient times to modern times, with the culture, spirit, economic and political development of the Chinese nation up and down thousands of years, therefore, to achieve the teaching objectives, it is far from enough to rely only on the teaching materials provided by the book. Guangxi Zhuang Culture itself has historical materials related to various historical knowledge points and various cultural forms, from literature and art, food, clothing to customs and habits are all unique educational value, and its integration into the history classroom is conducive to stimulating students' interest in learning and strengthening the attractiveness of the classroom (He, 2021).

### 2.5.3 Guangxi Zhuang Culture apply to History Lessons

Qiu (2022) believes that local teachers' familiarity and development of cultural resources are not enough. Hu (2023) believes that when resources are used in the classroom, the content is not rich enough. Qiu (2022) thought Zhuang culture is rich in content, and there are many ways to obtain cultural resources, but a 45-minute lesson and the resources that can be used in the history lessons are limited, so the first thing to do is to screen the Zhuang culture. Therefore, the first step is to screen the Zhuang culture. When screening, we should be familiar with the content of the textbook, and have an understanding of the objectives of the course, the key teaching points and the basic situation of the students. Secondly, the screened resources should be optimised and the maximum educational value of Zhuang culture should be brought into play within the limited time. Finally, the integration of resources, teachers can classify and rearrange the Zhuang materials according to the historical knowledge points, so as to establish their own resource base.

The following are examples of how textbook content can be connected to Guangxi Zhuang Culture:

Table 2.1 Examples of linking textbook content to Guangxi Zhuang Culture

Textbook Content	Knowledge Links
The origin and early development of Chinese civilization (中华文明的起源与早期发展)	(1) Guilin retort Rock Site (2) The origin of Zhuang rice culture
The Historical Drama of the Spring and Autumn Period and the Warring States Period(春秋战国的历史巨变)	(1) Sacrificial activities of the Zhuang nationality on March 3rd (2) Huashan Murals
The establishment of a unified multi-ethnic feudal state in the Qin Dynasty (秦朝统一多民族封建国家的建立)	Qin Shihuang south expedition hundred more, set up Guilin elephant county, open Ling canal

Table 2.1 Examples of linking textbook content to Guangxi Zhuang Culture (Cont.)

Textbook Content	Knowledge Links
Political evolution and ethnic blending in Sui and Tang Dynasties (秦朝统一多民族封建国家的建立)	The system of control for the control of the Zhuang areas shall be enforced
To explore the way out of The country and the efforts to save the nation from danger (探索国家出路与拯救民族危亡的努力)	<p>(1) The relevant figures and early activities of the Taiping Heavenly Kingdom Movement were all in the Zhuang area;</p> <p>(2) In the Sino-French War, the Zhuang people fought bravely and ushered in the victory of Zhennan Pass</p> <p>(3) The Black Flag Army's anti-Taiwan cutting struggle participated by the Zhuang people</p>
The May Fourth Movement and the founding of the Communist Party of China (五四运动与中国共产党的成立)	From 1921, Wei Baicun, a young man of Zhuang nationality, organized the "Revolutionary Alliance" in the East LAN Zhuang area of Hechi, organized and carried out armed struggle against the rule of warlords, and propagated Marxist thought.

Source: Hu, 2023; Qiu, 2022

Up to this point, when application Guangxi Zhuang Culture to History Lessons, the first step is to determine the teaching objectives: to clarify the specific objectives and expected results of teaching the history lessons. The second part to choose suitable cultural resources: choose Guangxi Zhuang cultural resources related to the content of the history lessons, including material culture, spiritual culture, institutional culture and so on. Such as traditional festivals, folk stories, historical sites, handicrafts and so on. Step 3 Design teaching programme and introduce cultural resources: design a

detailed teaching programme according to the teaching objectives and selected cultural resources. In classroom teaching, the cultural resources of Guangxi Zhuang are introduced into the classroom before class using pictures, videos, objects and other forms, so that students can intuitively feel the charm of culture. The fourth step is interactive. Design interactive sessions, such as discussions, questions and answers, group activities, etc., so that students can deepen their understanding of Guangxi Zhuang culture and historical knowledge in the interaction. Finally, through tests and questionnaires, assess students' acceptance and learning effect of the integration of Guangxi Zhuang cultural resources into the history lessons. Based on the assessment results, the teaching programme is adjusted and improved.

## **2.6 Criteria for Assessing Achievement in History**

The core quality requirements of history course in secondary vocational schools are consistent with those in high schools. In the Curriculum Standards for General Senior Secondary History (2017 edition), the objectives of the core literacy in senior secondary history are clearly defined, and the core literacy includes: materialistic view of history, concept of time and space, historical interpretation, empirical evidence of historical materials, and national sentiment. Materialistic view of history, which emphasises that history exists objectively, is influenced by economy, politics and culture, and is not determined by personal opinions and imagination. The concept of time and space, where history takes place at a specific time and place, requires consideration of factors such as the context of the times and geography. Historical interpretation, in treating historical events, they should be interpreted truthfully and objectively, using a variety of historical sources and research methods and combining them with the context of the times. Historical evidence, when dealing with historical facts, to be rigorous and scientific verification, using the methods and tools of historiographical research to consider the authenticity and reliability of historical materials. National sentiment, in teaching history to cultivate students' love for the history of the motherland, national culture and outstanding culture, but also to focus on the objectivity and fairness of historical research (Zhang, 2021).

After clarifying the core literacy, make an evaluation system. Zheng (2022) suggest should focus on the harmonisation of teaching and evaluation. Li (2023) believed that student achievement is to be assessed through the SOLO analytical evaluation method. Huang (2022) thought need to design school-based assignments to assess student achievement in line with the school. Jiang (2024) believed that it should start with the teacher, who can assess students in a variety of ways by providing them with a variety of teaching activities and teaching methods. It is important to focus on the combination of process evaluation and summative evaluation. Process evaluation refers to focusing on students' learning in every lesson of every week, including their achievement in class and extracurricular assignments, and its evaluation generally adopts non-measured evaluation methods, mainly evaluating students' academic performance and historical values. In class, students' learning attitudes are observed to form the basic evaluation content. Outside the classroom, relevant activities, such as history sitcoms and history sharing sessions, are held to understand the current status of students' development of contemporary historical values. In the summative assessment, a quantitative measurement assessment is used to measure students according to different academic objectives. In general, the type of measurement questions in the assessment consists of two levels, one for 'understanding' and the other for 'application'. At the 'understanding' level, students are more likely to be examined on their mastery of historical knowledge points, such as the year and background of important historical events, and their grasp of the knowledge network, which is usually considered in the form of multiple-choice questions in the measurement, and most of which can be memorised to gain marks. At the 'application' level, students are expected to analyse their historical knowledge and explore historical issues with their own ideas, which are usually considered in the form of material analysis questions (Yang, 2024).

## 2.7 Related Research and Studies

In conducting teaching and learning activities, many researchers and teachers are studying the integration of culture into the history curriculum through multimedia. Culture has an important guiding role in the teaching of history, and multimedia can present history vividly and enhance interactivity, thus stimulating students' interest in learning and helping them to improve their performance.

Shi (2020), Integrating Chinese excellent traditional culture into rural high school history classroom. She found the main reasons for the problems of integrating traditional culture into rural high schools through the questionnaire survey and found the methods of integrating traditional culture into high school history classroom: learning to innovate, so that the traditional culture teaching can adapt to the needs of the times; promoting the rural high school history teachers to update the educational philosophy and promote the professional growth of teachers; carrying out multiple learning assessment, tracking the learning feedback of rural high school students; enriching the campus culture of rural high schools to enhance the students' humanistic literacy.

Guo and Lu (2023), by analysing the status quo of the inheritance and development of Zhuang culture in Guangxi's higher vocational colleges and universities, pointed out that, when the curriculum integrates Zhuang culture, it should be fully aware of the cultural spirit and humanistic value of Zhuang culture; pay attention to the combination of the social demand, regional characteristics and the teaching characteristics of the secondary school; increase the media dissemination platform and improve the publicity; pay attention to the various activities inside and outside the classroom, and grasp all the Zhuang resources that can be used.

Liu (2021), The local history resources of Huaian are classified according to the relics and sites, museums and memorials, martyrs' cemeteries, and historical celebrities, etc., and an overview table of the local history resources is made, giving specific teaching suggestions. In the process of implementation, the teaching method

of 'two classes and four steps' is applied, i.e., teaching is organised in the first classroom by introducing new lessons, classroom interludes, classroom summaries, and knowledge transfer, etc.; and teaching is carried out in the real classroom by viewing and visiting, organising lectures, carrying out thematic class meetings, and organising club activities.

Xie (2022), Through the survey of three secondary schools in Guangxi, it was found that students generally expressed greater interest in Zhuang history and culture, and at the same time, it was proposed to change the teacher-led solid teaching thinking actively guide students to independent inquiry learning, improve the combination of Zhuang history and culture for high school history classroom teaching, and take a multi-channel approach to integrate Zhuang history and culture and other implementation suggestions.

Chen (2020), When researching the integration of Zhuang culture into teaching, the principle of specific analysis based on specific problems is adopted, and corresponding suggestions are put forward to solve the problems in terms of the improvement of teaching system, introduction of excellent talents, enhancement of teachers' strength and improvement of students' interest.

Yang (2017), emphasises that the cognitive process cannot be separated from the cultural background and life context, and the learning of mathematics is no exception. In the teaching of mathematics in ethnic areas, the use of national architecture, national costumes, national food and other things familiar to students as teaching materials can not only effectively integrate the national culture, but also enhance students' interest in learning mathematics, thereby promoting students' understanding of relevant mathematical knowledge and improving the effectiveness of classroom teaching.

Yang (2021), research found that the use of multimedia for the teaching of history can mobilise students to take the initiative to learn and break through the teaching key points; can highlight the role of the main body of the students, guiding

students to learn on their own; and can develop extracurricular teaching resources to cooperate with the teacher's classroom teaching.

Cai (2023), research found that when teaching with multimedia, it is important to use modern multimedia teaching methods and to have a reasonable control of the proportion of time between the presentation of courseware and the deduction of course content. And weaken the old method of relying solely on courseware, and give more prominence to the role of pictures, audio and video.

In conclusion, it can be seen from the researcher's study of the using multimedia on Zhuang Culture into the History lessons that this pedagogical method has been successful in its use. The study found that using multimedia on Zhuang culture into the History lessons can effectively catch students' eyes and attract their attention in the classroom, thus enabling students to better understand and remember historical facts, and promoting the improvement of their achievement.



## CHAPTER 3

### RESEARCH METHODOLOGY

The purpose of this study was to use Guangxi Zhuang Culture to improve Chinese the first-year secondary vocational school students' History lessons achievement and to increase students' learning satisfaction. In this chapter, the researcher outlines the research methodology, including research design, participant selection, data collection instruments, assessment of research instrument validity and reliability, and data analysis.

#### 3.1 Research Design

This research was conducted using a quantitative method. In this study, the researcher collected quantitative data through History achievement tests and a questionnaire. The tests included a pre-test and a post-test.

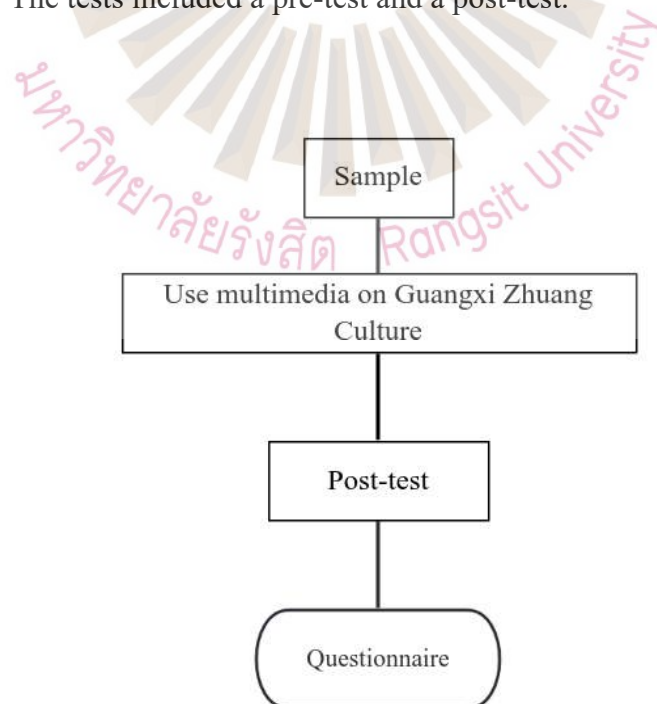


Figure 3.1 Research Design of the Study

This study applied Guangxi Zhuang Culture to teach History lessons to the first-year secondary vocational school Chinese students to improve students' History lessons learning achievement and enhance their learning satisfaction. The pre-test and post-test were used to compare the learning achievement of first-year secondary vocational school Chinese students before and after the application of Guangxi Zhuang Culture, and the questionnaire was examined to find the students' learning satisfaction.

## **3.2 Population and Sample**

### **3.2.1 Population**

The population included 150 first-year of secondary vocational school students, consisting of five classes with 30 students each from a secondary vocational school in Guangxi Province, China. Their ages varied from 15 to 16, and they were of mixed genders and students with different historical learning abilities.

### **3.2.2 Sample**

Sample: The researcher employed a clustered random sampling method to select one class (30 students) from 5 classes of the first-year secondary vocational school for the research with mixed genders and students with different historical learning abilities.

### **3.2.3 Location**

The school consisted of grades ranging from first year of secondary vocational school to the third year in Yulin, Guangxi Zhuang Autonomous Region.

### 3.3 Research Instruments

According to the research objectives, three quantitative data collection instruments were employed in this study including the lesson plans, achievement tests (pre-test and post-test) and questionnaire.

#### 3.3.1 Instruments of Quantitative Data Collection

##### 3.3.1.1 Lesson Plans

The researcher developed lesson plans based on the textbook of Chinese History (Li & Meng, 2023). There were a total of two achievement tests (Pre-test & Post-test) and four lesson plans, including two sessions in each plan. Each lesson were 45 minutes long, making a total of eight lessons. The lesson plans were based on the curriculum standards. The researcher used the Guangxi Zhuang Culture to teach History lessons. The teaching materials used in the lessons plan are selected from Guangxi Zhuang Culture resources to ensure that they were suitable for Chinese the first-year secondary vocational school students. The lesson plans are shown in Table 3.1.

Table 3.1 List of Lesson Plans

Lesson Plans	Time	Topics	Teaching method
Test		Pre-test	
Lesson plan1	1st class (45min)	The Origin and Early Development of Chinese Civilisation (中华文明的起源与早期发展)	1. The teacher use the multimedia of pictures to show the Guangxi Zhuang Culture: Guilin Caipi Yan Site (桂林甑皮岩) in computer screen

Table 3.1 List of lesson plans (Cont.)

Lesson Plans	Time	Topics	Teaching method
			<p>2. Ask the students where the address on the picture is and what features it have and let some student to answer. the teacher announced the answer: this is a residence and cemetery of our hometown-Guilin ancestors in the Neolithic Age.</p> <p>3. Introduce the knowledge of the new lesson: the representative cultural sites of the New and Old Stone Age.</p>
	2nd class (45min)		<p>1. Use multimedia of pictures and video to show Guangxi Zhuang Culture in computer screen: rice field culture</p> <p>2. The teacher ask the students to share how the rice fields in their own lives were ploughed.</p> <p>3. After students' active interaction, the teacher introduced the knowledge points of the text</p>

Table 3.1 List of lesson plans (Cont.)

Lesson Plans	Time	Topics	Teaching method
Lesson plan2	3rd class (45min)	The Historical Upheaval of the Spring and Autumn Period and the Warring States Period (春秋战国的历史巨变)	<p>The teacher use multimedia of picture to show the culture of the Zhuang people in Guangxi in computer screen: Painted Mountain Mural (花山壁画), and the students discuss the content of the mural.</p> <p>2. The teacher introduces the evolution of the "patriarchal system".</p>
	4th class (45min)		<p>The teacher ask the class to share what they would do during the "Guangxi Zhuang March 3".</p> <p>2. Use multimedia of Smart Whiteboard. On the left side of the board, the teacher lists examples from the class, and on the right side of the board, the teacher asks the students to discuss what school of thought the corresponding activit.</p> <p>3. Introduce the knowledge of the new lesson.</p>

Table 3.1 List of lesson plans (Cont.)

Lesson Plans	Time	Topics	Teaching method
Lesson plan3	5th class (45min)	The Establishment of the Unified Multi-ethnic Feudal State of Qin Dynasty (秦朝统一多民族封建国家的建立)	Use multimedia of Smart Whiteboard. Have the students draw a rough map of Qin Shi Huang's southern expedition and find "Guangxi". This will deepen the students' understanding of the process of unification of multi-ethnicity by Emperor Qin Shi Huang.
	6th class (45min)		Display the tangible cultural heritage of the Zhuang people: the Spirit Drainage Canal (灵渠), and ask the students. Teacher introduces a series of policies made by Qin Shi Huang to establish a feudal society.
Lesson plan4	7th class (45min)	Efforts to explore the way out for the country and to save the nation from peril (探索国家出路和拯救民族危亡的努力)	Use multimedia of PPT to show how the Zhuang culture in Guangxi: the ruins of Jintian Village in Guiping, and let the students guess which revolutionary movement it is.

Table 3.1 List of lesson plans (Cont.)

Lesson Plans	Time	Topics	Teaching method
	8th class (45min)		<p>Combine the pictures to introduce the new knowledge and sort out the historical event of "Taiping Heavenly Kingdom Movement". (太平天国运动)</p> <p>Use multimedia of Smart Whiteboard to show how the geographical location of the Friendship Pass in Guangxi in computer screen, and let students discuss with which country the war is most likely to take place here</p> <p>2. lead to the new knowledge of "Sino-French War - Zhennan Pass Great Victory". The Sino-French War further introduces the necessity of the development of the "Foreign Affairs Movement" as a historical event.</p>
Test		Post-test	

Source: Researcher

### 3.3.1.2 History Achievement Tests (Pre-test and Post-test)

The researcher conducted a pre-test and a post-test for the sample group to assess the proficiency in History lessons. The test questions followed the course outline and syllabus exactly and the test contained multiple choices and judgement questions.

In order to ensure fairness and to make the results more convincing, there were two teachers including researcher who assessed the scores of each participant, and the other teacher was an history lessons teacher from the same school. After the assessment, in order to no research bias, the scores given by the two teachers were added together and the mean score was calculated. There were 5 multiple choices and 10 judgement questions. The total score of the test in this study was 30 points, 2 marks for each question.

### 3.3.1.3 Questionnaire

In order to find out the students' satisfaction after using Guangxi Zhuang Culture to learn History lessons, the researcher designed a questionnaire to detect the students' feedback. Thirty students answered this questionnaire. The questionnaire was divided into two parts. The first part was simply to collect information about the students, and the second part sets up 3 dimensions of statements, include the students' interest in Guangxi Zhuang Culture, their motivation to learn and their enthusiasm for learning. There were 15 statements for the entire questionnaire. Each statement was scored on a 5-point Likert scale ranging from 1 to 5. 5 means strongly agree; 4 means agree; 3 means neutral; 2 means disagree; and 1 means strongly disagree. Before respondents' assessment of each questionnaire statement, they were provided with comprehensive information clarifying that every statement was individually explained and accompanied by specific instructions.

## 3.4 Validity and Reliability of Research Instruments

### 3.4.1 Validity

Content validity refers to how well the items or tests represent the behavior being studied (Roebianto, Savitri, Aulia, Suciyan, & Mubarakah, 2023). It serves as a tool in the testing preparation process, particularly during the item generation phase to assess content validity. This index is particularly useful for evaluating one-dimensional items or those intended to measure predefined skill combinations. Three experts will be enlisted to evaluate the content validity. The IOC score ranges from -1 to +1, with the following interpretations:

- +1: Item clearly aligns with the stated objectives;
- 0: Item's alignment with objectives is unclear;
- 1: Item does not align with the objectives.

Evaluation results indicate that IOC scores range from 0.67 to 1.00, suggesting that the item is suitable for use, as noted by Turner and Carlson (2003). If the score falls below 0.67, the item is considered ambiguous and requires revision or potential removal.

In this study, the validity test results of all research instruments were higher than 0.67. This showed that all of them were valid for the further use.

### 3.4.2 Reliability

Cronbach's Alpha method was used in this study to test the reliability of the questionnaire. The internal consistency was shown below:

Table 3.2 Cronbach's Alpha Rule of Thumb

Cronbach's Alpha Rule of Thumb	Internal Consistency
$\alpha \geq 0.90$	Excellent
$0.80 \leq \alpha < 0.90$	Good
$0.70 \leq \alpha < 0.80$	Acceptable
$0.60 \leq \alpha < 0.70$	Questionable
$0.50 \leq \alpha < 0.60$	Poor
$\alpha < 0.50$	Unacceptable

Source: Taber, 2018

The higher the score, the higher the reliability. If the score was below 0.7, the project was defined as unreliable and could be deleted.

The reliability test result of the questionnaire was 0.85, which demonstrated that all items were reliable.

### 3.5 Data Collection Procedures

#### 3.5.1 Ethical Approval

In order to be able to conduct the study in Guangxi Yulin Agricultural School in Guangxi Province, the researcher obtained the official authorization from the school. Also, considering that the age of the participants which was between 15-16 years old, the researcher also obtained the consent of the school authorities and the parents or guardians of the students.

#### 3.5.2 Confidentiality

In this study, the researcher would keep all students' personal data and questionnaires confidential throughout the study. In addition, once the study has

completed, all data would be completely deleted in strict adherence to human research ethics.

### **3.6 Data Analysis**

In this study, the researcher checked the students' History lessons learning achievement through the data obtained from the pre-test and post-test. The data obtained from questionnaires were used to analyze the students' satisfaction after using Guangxi Zhuang Culture.

#### **3.6.1 Achievement Test**

In this study, the researcher applied descriptive statistical analysis and independent samples test to analyze the History lessons achievement test. The researcher administered a pre-test and a post-test to 30 students with the same test questions on the both tests. The scores from the pre-test and post-test then were compared to see if there was any difference in the students' History lessons achievement scores.

#### **3.6.2 Questionnaire**

To assess the impact of incorporating Guangxi Zhuang Culture on students' satisfaction with their History lessons achievement, the researcher gathered the questionnaires from 30 students after the cultural integration. The collected data were analyzed using a computer program with the detail statistical analysis of the responses, including frequency, mean, and standard deviation. The results were interpreted based on the specified range of mean scores:

Table 3.3 The Range of Mean Score Interpretation

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

Source: Srisaat, 2002



## CHAPTER 4

### RESULTS

In this study, a quasi-experimental research design was used to compare the History lessons learning achievement of the first-year secondary vocational school students before and after using multimedia on Guangxi Zhuang Culture. Also, the students' satisfactions were examined. The results of this study were derived from the following research tools: pre-test, post-test, and questionnaire. The detailed results are as follows:

4.1 Analysis of History lessons learning achievement from Pre-test and Post-test Scores

4.2 Analysis of Questionnaire

#### **4.1 Analysis of History Lessons Learning Achievement from Pre-test and Post-test Scores**

This section presents the results of the first research question, which investigated the improvement of History learning achievement of first-year secondary vocational school students in China by using Guangxi Zhuang culture into the History lessons through multimedia. The study tested the sample group's knowledge of history twice: once as a pre-test at the beginning of the study and again as a post-test at the end of the study. Paired samples t-test was used to compare the sample group's pre-test and post-test results. Comparisons were made using means, standard deviations, and inferential statistics, with  $P \leq 0.05$  as the level of significance.

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

Based on the results of the pre-test and post-test, Table 4.1 shows the results of the sample group. In terms of pre-test scores, the highest score was 20 out of 30 and

the lowest was 12. In the post-test, the highest and lowest scores of the participants were 30 and 20 respectively, which showed an increase of 10 points compared to that of the pre-test. The post-test results showed that all 30 students demonstrated remarkable increase in their scores. In Table 4.1, the differences between pre-test and post-test scores, score increases, and percentages for each participant are shown.

Table 4.1 Pre-test and Post-test Scores of the Sample Group

Student ID	Pre-test (Full Score=30)	Pre-test (Full Score=30)	Increase in test Scores	% Difference
1	16	24	8	50.00%
2	14	24	10	71.43%
3	18	26	8	44.44%
4	16	22	6	37.50%
5	18	20	2	11.11%
6	14	20	6	42.86%
7	18	24	6	33.33%
8	14	22	8	57.14%
9	20	30	10	50.00%
10	16	24	8	50.00%
11	14	20	6	42.86%
12	16	22	6	37.50%
13	18	24	6	33.33%
14	16	22	6	37.50%
15	20	24	4	20.00%
16	16	20	4	25.00%
17	16	20	4	25.00%
18	18	24	6	33.33%
19	18	22	4	22.22%

Table 4.1 Pre-test and Post-test Scores of the Sample Group (Cont.)

Student ID	Pre-test (Full Score=30)	Pre-test (Full Score=30)	Increase in test Scores	% Difference
20	18	20	2	11.11%
21	18	24	6	33.33%
22	16	20	4	25.00%
23	14	22	8	57.14%
24	18	22	4	22.22%
25	18	20	2	11.11%
26	18	24	6	33.33%
27	18	26	8	44.44%
28	20	26	6	30.00%
29	14	24	10	71.43%
30	12	20	8	66.67%
Mean	16.67	22.73	6.06	36.35%

Based on the raw data from the pre-test and post-test, it can be seen that students' performance in history improved. It can be inferred that each individual showed the improvement on the post-test after the study, resulting in a higher total score. Therefore, this demonstrated that using multimedia on Guangxi Zhuang Culture into the History lessons improved students' learning achievement in History.

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

The paired samples t-Test results revealed a significant difference between the pre-test and post-test scores [ $t(29) = -14.715, p < .01$ ], the pre-test resulted in a mean of 16.67 (SD = 2.02) with a sample size of 30, while the post-test resulted in a mean of 22.73 (SD = 2.39). The mean score increased from 16.67 in the pre-test to 22.73. For the sample group, the result suggested a statistically significant increase in post-test scores compared to pre-test scores. The results of the paired samples t-Test

suggested that there was a statistically significant improvement in broadcasting and hosting art performance following using multimedia Guangxi Zhuang Culture into History lessons.

Table 4.2 Paired Samples t-Test

Group	Pret-test		Post-test		Mean Difference	T	P-Value
Sample	$\bar{x}$	SD	$\bar{x}$	SD	22.73 – 16.67 = 6.06	–14.715	0.01
Group	16.67	2.02	22.73	2.39			
Significance level (p): $\leq 0.05$ -significant							

## 4.2 Analysis of Questionnaire

In questionnaire, overall Mean score for all 15 items is 4.49. Part A: interest and motivation have the highest score, is 4.52, Part B: engagement is 4.47, Part C: efficacy of using Guangxi Zhuang Culture to History lesson is 4.48. In the teaching method of using multimedia on Guangxi Zhuang culture into the History lessons, the data from the questionnaire showed that students scored the highest in Part A: Interest and Motivation, followed by Part C, and lastly, Part B. This shows that this teaching method of combining multimedia and Zhuang culture can significantly increase students' interest in learning.

In order to collect quantitative data on students' satisfactions with using multimedia on Guangxi Zhuang Culture into the History lessons, a 5 Likert scale was used in this study. Here included 5 = very satisfied, 4 = satisfied, 3 = average, 2 = dissatisfied and 1 = very dissatisfied, respectively. The questionnaire consisted of 15 questions, including 3 sections of 5 questions each. Part A: interest and motivation. Part B: engagement. Part C: efficacy of the using multimedia on Guangxi Zhuang Culture to History lessons. To analyse the survey data, descriptive statistics (mean and standard deviation) were used. In terms of mean scores, the highest range was 4.21 ~ 5.00, the high range was 3.41 ~ 4.20, the medium range was 2.61 ~ 3.4, the low range was 1.8 ~ 2.6, and the lowest ranged from 1.8 to 1.0.

### 4.2.1 Interest and Motivation

Table 4.3 demonstrates the mean scores and standard deviations of the 30 students' satisfactions in Part A: Interes & Motivation. In this part, the average score in this section was 4.52. Item1, “The process of learning History course using the Guangxi Zhuang Culture was fun.” scored the highest with 4.70, where Item4, “The lessons inspired me to learn more historical knowledge outside of class.” scored the lowest with 4.50 in average.

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

	PartA: Interes + Motivation	Mean	SD	Interpretation
1	The process of learning History lessons using multimedia on the Guangxi Zhuang Culture was fun.	4.70	0.67	highest
2	The content of our History lessons captivated my interest.	4.57	0.62	highest
3	Remembering historical events became easier for me.	4.43	0.72	highest
4	The lessons inspired me to learn more historical knowledge outside of class.	4.40	0.71	highest
5	This lessons had inspired me to get involved in more after-school History lessons activities.	4.50	0.62	highest
	Average	4.52	0.67	highest

### 4.2.2 Engagement

On Table 4.4, the mean and standard deviation of students' satisfaction with Part B are demonstrated. The average score in this section was 4.47. In this case, Item7, “The teacher's use of materials about the Guangxi Zhuang Culture helped me to understand the historical events.” And Item8, “I think the History lessons activities based on using multimedia on Guangxi Zhuang Culture made me fully engaged.”

Item9, “The way the teacher used multimedia on Guangxi Zhuang Culture in the class made me want to get more involved.” scored equally as the highest in average. Item6, “My frequency of participation in the History class has increased, has a low mean. However, they both exceed 4.20 and were in the highest range.

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

	Part B: Engagement	Mean	SD	Interpretation
6	My frequency of participation in the History class increased.	4.43	0.72	highest
7	The teacher's use of materials about the Guangxi Zhuang Culture helped me to understand the historical events.	4.47	0.67	highest
8	I think the History lessons activities based on using multimedia on Guangxi Zhuang Culture made me fully engaged.	4.47	0.67	highest
9	The way the teacher used multimedia on Guangxi Zhuang Culture in the class made me want to get more involved.	4.47	0.67	highest
10	Teacher using multimedia on Guangxi Zhuang Culture in the class gave me the confidence to study the history lessons better and better.	4.53	0.62	highest
	Average	4.47	0.67	highest

### 4.2.3 Efficacy of Using Guangxi Zhuang Culture to History Lessons

On Table 4.5, the mean and standard deviation of students' satisfaction with Part C are displayed. The average score in this section was 4.48. In this case, Item12, “I was able to relate my knowledge of Guangxi Zhuang Culture to historical events”, Item13, “I felt that using Guangxi Zhuang Culture to teach the History lessons improved my ability to analyse historical events”, and Item14, “I felt that using Guangxi Zhuang Culture to teach the History lessons enhanced my sense of cultural pride. The item11, “My history grades improved after my teacher used the multimedia

on Guangxi Zhuang Culture in his teaching”, obtained the lowest mean. However, they both exceed 4.20, indicating that students maintained the satisfaction towards this method of using multimedia Guangxi Zhuang Culture into the history lessons.

Table 4.5 Mean and Standard Deviation: Part C Efficacy of using multimedia on Guangxi Zhuang Culture to History lessons (N=30)

	Part C: Efficacy of using multimedia on Guangxi Zhuang Culture to History lessons.	Mean	SD	Interpretation
11	My history grades improved after my teacher used the multimedia on Guangxi Zhuang Culture in his teaching.	4.43	0.72	highest
12	I was able to relate my knowledge of Guangxi Zhuang Culture to historical events.	4.50	0.62	highest
13	I felt that using Guangxi Zhuang Culture to teach the History lessons improved my ability to analyse historical events.	4.50	0.62	highest
14	I felt that using Guangxi Zhuang Culture to teach the History lessons enhanced my sense of cultural pride.	4.50	0.62	highest
15	I felt that using multimedia on Guangxi Zhuang Culture to teach the History lessons enhanced my historical values.	4.47	0.67	highest
	Average	4.48	0.65	highest
	Overall Mean & SD for all 15 items	4.49	0.66	highest

As the table above shows, Part C has the highest mean and standard deviation, with a mean of: 4.48 and a standard deviation of: 0.65. The mean scores of Part A and Part C were lower, with a mean of: 4.52 and 4.47. The standard deviation were the same at 0.67. However, the results of both parts were in the highest level with the scores over 4.20. This suggested that the students were satisfied with the method of using multimedia on Guangxi Zhuang Culture in the History lessons, with the mean score of 4.49.



## CHAPTER 5

### CONCLUSION, DISCUSSION AND RECOMMENDATIONS

This chapter presented the summary of the study, and the details were presented in the following order:

- 5.1 Conclusion
- 5.2 Discussion
- 5.3 Recommendations

#### 5.1 Conclusion

The two research objectives were stated for this study:

- 1) To compare the first-year secondary vocational school students' learning achievement in the History lessons before and after using multimedia on Guangxi Zhuang Culture.
- 2) To examine the first-year secondary vocational school students' learning satisfaction towards using multimedia on Guangxi Zhuang Culture in the History lessons.

The study utilized quantitative method, including a pretest, a posttest, and questionnaire, with participation from the first-year secondary vocational school students in Guangxi Zhuang Autonomous Region, China. The results of the research yielded the following conclusions.

##### 5.1.1 The Result of Pretest and Posttest Data Analysis

The first purpose of this study was to compare the first-year secondary vocational school students' learning achievement in the History lessons before and

after using multimedia on Guangxi Zhuang Culture. This study was designed to improve students' achievement in History. A pre-test and a post-test were used in this study and a paired sample t-test was used to test the difference between the two scores.

1) In the test results, it can be seen that there is a significant difference between the mean score and standard deviation of the pre-test and of the post-test. In a paper with a total of 30 marks, the mean score of the pre-test was 16.67 and the mean score of the post-test was 22.73, an improvement of 6.06 marks. The standard deviation of the pre-test was 2.02 and the standard deviation of the post-test was 2.39. This showed that the overall performance of the 30 students improved.

2) In the results of the test, it can be seen that: in the pre-test, the highest score of the student's learning achievement was 20 and the lowest score was 12. And in the post-test, the highest score was 30 and the lowest score was 20. The difference between the highest and lowest scores was 10 and 8. The students' learning achievement in the post-test was significantly better than that of the pre-test.

3) Each of the 30 students improved their scores by anywhere from 2 to 10 points.

4) In the post-test, three students made the greatest improvement in their scores, improving by 10 points. One student achieved a perfect score of 30 points.

The results of these analyses of quantitative data showed that students' learning achievement improved. What was clear was that the method of using multimedia on Guangxi Zhuang Culture into the History lessons helped to improve the History lessons learning achievement of first-year secondary vocational school students in China.

### **5.1.2 The Results of Students' Satisfaction**

The second purpose of this study was to examine the first-year secondary vocational school students' learning satisfaction towards using multimedia on Guangxi Zhuang Culture in the History lessons. In order to obtain the relevant qualitative data, this study administered a questionnaire to 30 students. The questionnaire consisted of 15 items and was divided into three parts: Part A: Interest and Motivation, Part B:

Engagement, and Part C: Efficacy of the using multimedia on Guangxi Zhuang Culture to history lessons.

According to the results of the data, the satisfaction level of all three components was at a high level. It was worth noting that the mean score of Part C reached 4.48, which was the highest mean score among the three parts, indicating that students were highly satisfied with the effectiveness of using multimedia on Guangxi Zhuang Culture, and the mean score of 4.52 in Part A indicated that the interest and motivation of students were also high. Part B showed the mean value of students' engagement at 4.47, which was in a high range.

1) In Part A, the students demonstrated a level of interest in the Guangxi Zhuang culture, with an overall score of 4.52. Students believed that: the process of using multimedia on Guangxi Zhuang Culture to learn the History lessons was interesting.

2) In Part B, the students demonstrated the engagement in the History lessons with an overall score of 4.47, students commented that they were more willing to interact more in the lessons and enjoyed the class more after using the Guangxi Zhuang Culture to learn the History lessons.

3) In part C, demonstrating the effecting of using multimedia on Guangxi Zhuang Culture into the history lessons, the overall score reached 4.48. Students believed that they were able to improve their ability to analyse historical events and enhance their sense of historical pride after using multimedia on Guangxi Zhuang culture to study the history lessons.

To sum up, the students were satisfied with the teaching method of using multimedia on Guangxi Zhuang Culture into the History lessons, and the final mean score was 4.49. This showed that the method of using multimedia on Guangxi Zhuang Culture into the History lessons had the positive results on students' interest, motivation, participation and effectiveness in learning the history course.

## 5.2 Discussion

Based on the above, the study made two key findings. The first finding indicated that using multimedia on Guangxi Zhuang Culture into the History lessons improved the History lesson learning achievement of first-year secondary vocational school students in China. The second finding indicated that first-year secondary vocational school students showed a high level of satisfaction with the application of using multimedia on Guangxi Zhuang Culture into the History lessons. This section will further discuss these findings and their implications for addressing the research questions posed in this study.

### 5.2.1 Students' History Learning Achievement

This study examined the effects of using multimedia on Guangxi Zhuang Culture on the achievement in the History lessons. The first question focused on the comparison of History learning achievement in the pre-test and post-test. It was found that the participants, achieved the better results in the post-test, demonstrating that the teaching method significantly improved students' History lessons learning achievement. In the pre-test, the highest score of the student's learning achievement was 20 and the lowest score was 12. In the post-test, the highest score was 30 and the lowest score was 20. The difference between the highest and lowest scores was 10.80. The students' learning achievement in the post-test was significantly better than their achievement in the pre-test. The students' learning achievement in the post-test was significantly better than their learning achievement in the pre-test. Among them, No2, No9, No29, improved their scores in the post-test by 10 points compared to their pre-test, among which No9, got a perfect score in the post-test.

Xie (2022), conducted the survey of three secondary vocational schools in Guangxi, it was found that the students generally expressed greater interest in Zhuang history and culture. Chen (2020), in studying the integration of Zhuang culture into teaching, adopting the principle of specific analysis of specific problems, found that

after using the integration of Zhuang Culture, teaching became enriched and students' learning efficiency was improved.

Overall, the findings of this study were satisfying, with 30 participants scoring higher on the post-test than on the pre-test. With a total score of 30, the difference between the mean scores of the pre-test and the post-test was 6.06. Three students' scores indicated an improvement of 10 points. These results clearly showed that the teaching method of using multimedia on Guangxi Zhuang Culture into the History lessons improved the learning achievement of first-year students in Chinese secondary vocational school.

The students achieved these results in the post-test because the use of multimedia in the implementation of the classroom motivated the students to learn. The introduction of Guangxi Zhuang culture also stimulated students' interest after getting rid of traditional book teaching. Learning under the interest, students can understand the textbook knowledge better and enhance their memory, so that in the post-test, students got better results than in the pre-test.

### **5.2.2 Students' Satisfactions**

The second objective of this study was to examine the satisfaction of first-year students at a secondary vocational school in China with using multimedia on Guangxi Zhuang Culture into the History lessons. Collecting quantitative data through a Likert scale questionnaire provided the basis for the analysis. The questionnaire had three dimensions: interest and motivation, engagement and efficacy. Five levels and 15 questions were used to examine the students. This method allowed us to understand the overall satisfaction of the students and the impact of using this teaching methodology.

In this questionnaire, all 15 items of the questionnaire were at the highest level. None of the items was rated as disagree or strongly disagree. The mean scores of the three sections were 4.52, 4.47, and 4.48 respectively, with an overall mean score of

4.49. This indicated that students were satisfied with using multimedia on Guangxi Zhuang Culture into the History lessons. In terms of interest and motivation, most students found such a class interesting and enjoyable. In terms of engagement, students were more active in the classroom, and in terms of application, students learnt to transfer knowledge to help them better understand the historical points.

The findings were in line with Yang (2017), in the teaching of mathematics in ethnic areas, the use of ethnic architecture, ethnic clothing, ethnic diet ethnic things, that was, things familiar to students as teaching materials effectively incorporated ethnic culture, but also enhanced the interest of students in learning mathematics and improved the effectiveness of classroom teaching.

Students have given good feedback in satisfaction surveys indicating that they are satisfied with this teaching method. The reason for achieving high satisfaction is that Zhuang culture is the spirit and things that the people of Guangxi have learnt by ear. Introducing Guangxi Zhuang culture into the classroom is to combine the knowledge extracted from students' daily life with the knowledge points in the textbook. This approach greatly attracted students' attention, and learning in a familiar field increased students' confidence, resulting in the highest level of satisfaction in Part A: Interest and Motivation.

### **5.3 Recommendations**

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

1) Extension of use in other schools :

After the research, using multimedia on Guangxi Zhuang Culture into the History lesson helped to improve students' learning achievement in History. There are many schools in ethnic minority areas, where students have a deeper sense of experiencing the culture of ethnic minorities. Therefore, using multimedia on Guangxi Zhuang Culture into the History lessons is also advocated in other schools.

### 2) Training of teachers :

The screening of Guangxi Zhuang Culture requires a lot of preliminary work by teachers; therefore, it is necessary to train teachers in cultural integration skills in order to improve classroom efficiency.

### 3) Applied to other subjects :

Guangxi Zhuang Culture has rich resources, and it is also highly adaptable to art, mathematics and politics. Therefore, the teaching method of Guangxi Zhuang Culture through multimedia can also be applied to other subjects to stimulate students' interest in learning.

## 5.3.2 Recommendations for Future Research

1) Since the sample taken in this study was only 30 students from Guangxi Zhuang Autonomous Region, it would be more helpful to expand the sample to different regions of the country, different schools and different grades to validate the results of the study.

2) Due to time constraints, this study was conducted for only 4 weeks, therefore, a longer period of time can be considered for the reliability of the study.

3) Comparative Study: A comparative study will be conducted on the students who are taught through the teaching methods used in this study and those who are taught using traditional teaching methods. This will help to test the effectiveness of the cultural integration programme.

4) Qualitative study: A qualitative study to explore students' feelings and experiences after learning how using multimedia on Guangxi Zhuang Culture into the History lessons. This will provide a deeper understanding of students' needs and the influencing factors of this teaching method in this study.

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**Certificate of Approval**

**Information Technology Department of Guangxi Yulin Agricultural  
School, Administration Department**

Subject: Approval to collect data for M.Ed. thesis

Dear Sir/Madam,

I am currently enrolled in the master of education in curriculum and instruction at Rangsit University, Thailand. I am conducting a research on "THE APPLICATION OF GUANGXI ZHUANG CULTURE FOR HISTORY AMONG THE FIRST YEAR SECONDARY VOCATIONAL SCHOOL STUDENTS IN GUANGXI PROVINCE, CHINA". This research requires students' participation. The instruments involved pre-test, post-test, questionnaire and semi-structured interview to obtain the required data. Therefore, I would like to see permission from the administration to allow me to collect data at this school where the names and the identities of students will be kept confidential and undisclosed.

Yours Sincerely

Jingfei Shi, student

Rangsit University, Thailand.

Since the study requires the data for analysis purpose, Jingfei Shi would collect data from this school and you're kindly requested to allow her to collect data with the following condition:

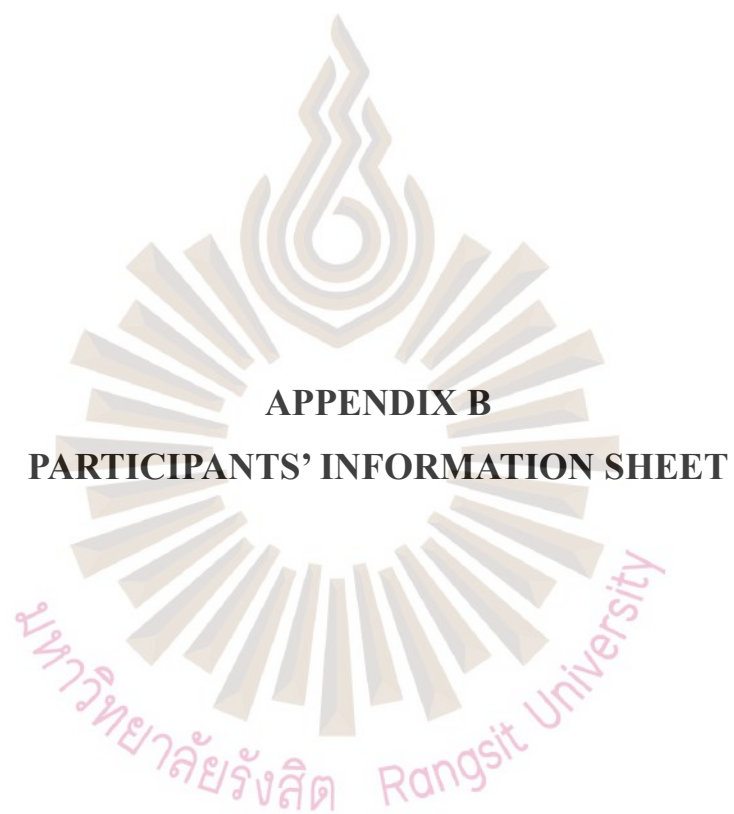
Providing research participants with information to make an informed decision as to whether to take part in research (informed consent).

Follow the prior mentioned document have been reviewed and approved by the administration of Yulin Agricultural School.

Signature:

Date:

Information Technology Department of Guangxi Yulin Agricultural  
School, Administration Department



**APPENDIX B**  
**PARTICIPANTS' INFORMATION SHEET**



### Participant's Legal Guardian Information Sheet

#### Dear Participant:

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

**Research school:** Yulin Agricultural School, Guangxi province, China.

**Name:** Jingfei Shi **student ID:** 6608706

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

**Research Title:** THE APPLICATION OF GUANGXI ZHUANG CULTURE FOR HISTORY AMONG THE FIRST YEAR SECONDARY VOCATIONAL SCHOOL STUDENTS IN GUANGXI PROVINCE, CHINA

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

To compare the first-year secondary vocational school students' achievement in History course before and after the application of Guangxi Zhuang culture in Guangxi province. And To examine the first-year secondary vocational school students' learning satisfaction towards the application of Guangxi Zhuang culture in Guangxi province.

#### 2. Expected results

The first-year secondary vocational school students' achievement in History course will be improved after the application of Guangxi Zhuang culture in Guangxi province. And The first-year secondary vocational school students' satisfaction with the application of Guangxi Zhuang culture will be at a high level.

#### 3. Outcome

The use of Guangxi Zhuang culture will help enhance the achievement in History course of the first-year secondary vocational school students in Guangxi province and the study will show students' satisfaction with the achievement in History course through the use of the Guangxi Zhuang culture.

#### 4. Number of participants in the study 30 individuals

#### 5. Research procedures

The researchers will collect data in 4 steps. First, to give a pre-test to the

participants. Second, the participants will be given History lessons using Guangxi Zhuang culture. Third, a post-test will be administered after all the lessons have been given. Fourth, the questionnaire and semi-structured interview were given to the participants to investigate their satisfaction with learning History using Guangxi Zhuang culture.

#### 6. Duration

The research period will be 4 weeks, 8 sessions,

There is no possible risk in this 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 30 students to assist her with her thesis research, either voluntarily or by voluntary experiments, by agreeing to (Jingfei Shi), who is enrolled at Rangsit university in Thailand to research his thesis.

Signature:

Date:

Information: Technology Department of Guangxi Yulin Agricultural  
School, Administration Department





**APPENDIX C**

**EXPERTS WHO VALIDATED RESEARCH INSTRUMENTS**

มหาวิทยาลัยรังสิต Rangsit University

	Name	Position/Title	Institutes
1	Expert 1	Lecturer	Guangxi MinZu University
2	Expert 2	University teacher	Guangxi MinZu University
3	Expert 3	History teacher	Guangxi Yulin Agricultural School



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	Average	congruence
1	Lesson plan 1	Lesson plan 1	+1	+1	+1	1
2	Lesson plan 2	Lesson plan 2	+1	+1	+1	1
3	Lesson plan 3	Lesson plan 3	+1	+1	+1	1
4	Lesson plan 4	Lesson plan 4	+1	+1	+1	1









**APPENDIX E**  
**LESSON PLANS**

## Lesson plan 1


Lesson Plan 1(Session:1&2)	
<p><b>Subject:</b> History lessons</p> <p><b>Topic:</b> The Origin and Early Development of Chinese Civilisation (中华文明的起源与早期发展)</p> <p><b>Grade:</b> The first-year secondary vocational school students</p> <p><b>Class Strengths:</b> 30 students</p> <p><b>Time:</b> 90 minutes (45 minutes/1session)</p> <p><b>Students background knowledge:</b> Unconditional requirement.</p> <p><b>Teaching and learning strategy:</b> Using multimedia of Guangxi Zhuang Culture to History lessons.</p> <p><b>Learning Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Knowledge Objective: To be able to grasp the historical events, phenomena and development process of this lessons.</li> <li>2. Ability Objective: To be able to analyse the reasons for the evolution of Chinese civilisation and explain the development of Chinese civilisation from different perspectives.</li> <li>3. Affective Attitude and Values Objective: To enhance the spirit of patriotism and cultivate a correct outlook on three things.</li> <li>4. Cultural literacy objective: to enhance the recognition and understanding of Chinese culture, and to cultivate cultural self-awareness and cultural self-confidence.</li> </ol>	
Session1	
Time	Activity
Greeting students (5 minutes)	<ol style="list-style-type: none"> <li>1. Teacher say hello to the students and give a self-introduction.</li> <li>2. Check students' presence and make sure they can hear me clearly.</li> </ol>


Time	Activity
Lessons introduction (5 minutes)	<ol style="list-style-type: none"> <li>1. An overview of today's learning content.</li> <li>2. Inform students of the important and difficult points of the lessons.</li> </ol>
Lead in (10 minutes)	<ol style="list-style-type: none"> <li>1. Teacher use multimedia of picture to show the Guilin Caipi Yan Ruins (桂林甑皮岩) on computer screen and ask students: Where is this? What are the characteristics?</li> <li>2. Give some time to students to discuss and choose some students answer.</li> </ol> <div style="display: flex; justify-content: space-around; align-items: center;">   </div>
Show PPT and Combining the text book knowledge (20 minutes)	<ol style="list-style-type: none"> <li>1. According to the students' discussion, the teacher announces the correct answer, introduces it as a cultural site that exists around us. And then introduces the knowledge points of the text: the characteristics of the New Palaeolithic and representative works.</li> <li>2. Transition from material culture to spiritual culture: the demise of Xia, Shang and Western Zhou.</li> </ol>
Summarise and ask questions (5 minutes)	<ol style="list-style-type: none"> <li>1. The teacher conducts a review of the knowledge points of this lesson again.</li> <li>2. The teacher asks questions: <ol style="list-style-type: none"> <li>(1) When does the Neolithic period refer to?</li> <li>(2) Which are the representative works of the Neolithic period?</li> </ol> </li> </ol>

Session 2	
Time	Activities
Greeting students (5 minutes)	<ol style="list-style-type: none"> <li>1. Teacher say hello to the students.</li> <li>2. Check students' presence and make sure they can hear me clearly.</li> </ol>
Lessons introduction (5 minutes)	<ol style="list-style-type: none"> <li>1. An overview of today's learning content.</li> <li>2. Inform students of the important and difficult points of the lessons.</li> </ol>
Lead in (10 minutes)	<ol style="list-style-type: none"> <li>1. Teacher use multimedia of picture to show the rice field culture of Guangxi Zhuang on computer screen and ask students: What do you remember about planting rice fields.</li> <li>2. Give some time to students to discuss and choose some students answer.</li> </ol> <div style="text-align: center;">   </div>
Show PPT and Combining the text book knowledge (20 minutes)	<ol style="list-style-type: none"> <li>1. According to the students' discussion, the origin of the Chinese nation's agriculture, and the concept of "tribe" and "clan".</li> <li>2. The demise of Xia, Shang and Western Zhou.</li> </ol>
Homework (5 minutes)	Have students go home and list on paper the representative sites and cultures of the Neolithic period and write in their own opinion about the reasons for the demise of the Xia, Shang, and Western Zhou.

## Lesson Plan 2


Lesson Plan 2(Session:1&2)	
<p><b>Subject:</b> History lessons</p> <p><b>Topic:</b> The Historical Drama of the Spring and Autumn Period and the Warring States Period (春秋战国的历史巨变)</p> <p><b>Grade:</b> The first-year secondary vocational school students</p> <p><b>Class Strengths:</b> 30 students</p> <p><b>Time:</b> 90 minutes (45 minutes/1session)</p> <p><b>Students background knowledge:</b> Unconditional requirement.</p> <p><b>Teaching and learning strategy:</b> Using multimedia of Guangxi Zhuang Culture to History lessons.</p> <p><b>Learning Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Knowledge Objective: To be able to grasp the historical events, phenomena and development process of this lessons.</li> <li>2. Ability Objective: To be able to analyse the reasons for the evolution of Chinese civilisation and explain the development of Chinese civilisation from different perspectives.</li> <li>3. Affective Attitude and Values Objective: To enhance the spirit of patriotism and cultivate a correct outlook on three things.</li> <li>4. Cultural literacy objective: to enhance the recognition and understanding of Chinese culture, and to cultivate cultural self-awareness and cultural self-confidence.</li> </ol>	
Session1	
Time	Activity
Greeting students (5 minutes)	<ol style="list-style-type: none"> <li>1. Teacher say hello to the students.</li> <li>2. Check students' presence and make sure they can hear me clearly.</li> </ol>
Lessons introduction (5 minutes)	<ol style="list-style-type: none"> <li>1. An overview of today's learning content.</li> <li>2. Inform students of the important and difficult points of the lessons.</li> </ol>


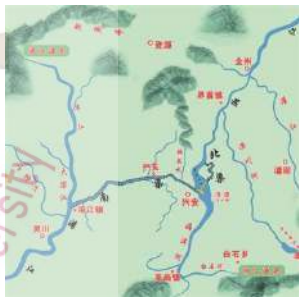
Time	Activity
Lead in (10 minutes)	<p>1. Teacher use multimedia of picture to show Paint mountain murals (花山壁画) on computer screen and ask students: There are students from Chongzuo City in our class? This is our Chongzuo cultural site, everyone guess what the mural above the people are doing.</p> <p>2. Give some time to students to discuss and choose some students answer.</p> 
Show PPT and combing the text book knowledge (20 minutes)	<p>1. According to the students' discussion, the teacher announces the correct answer on the picture, introduces that it is the Zhuang ancestor who records the "sacrificial" scene and draws out the knowledge point of the text: the patriarchal system and the content of the "rites and music".</p> <p>2. The historical facts of the Five Hegemons of the Spring and Autumn Period and the Seven Heroes of the Warring States Period are presented in the context of institutional culture.</p>
Summarise and ask questions (5 minutes)	<p>1. the teacher conducts a review of the knowledge points of this lesson again.</p> <p>2. The teacher asks the question: Spring and Autumn five hegemony, the historical facts of the seven warring states demise is the order of precedence.</p>
<b>Session 2</b>	
Time	Activities
Greeting students (5 minutes)	<p>1. Teacher say hello to the students.</p> <p>2. Check students' presence and make sure they can hear me clearly.</p>

Time	Activities
Lessons introduction (5 minutes)	<ol style="list-style-type: none"> <li>1. An overview of today's learning content.</li> <li>2. Inform students of the important and difficult points of the lessons.</li> </ol>
Lead in (10 minutes)	<ol style="list-style-type: none"> <li>1. Teacher ask students: What activities do you remember on March 3?</li> <li>2. Give some time to students to discuss and choose some students answer.</li> </ol> 
Show PPT and combing the text book knowledge (20 minutes)	<ol style="list-style-type: none"> <li>1. According to the students' discussion, the teacher will list the March 3 activities listed by the students on the left side of the electronic blackboard, and on the right side, let the students discuss the corresponding activities and which school of thought is related to them, and feel the richness of the culture, so as to lead to the new knowledge: Hundred Schools of Thought</li> <li>2. The development of science, technology and culture in the Spring and Autumn and Warring States Periods.</li> </ol>
Homework (5 minutes)	Let students to think about the influence of ancient cultural history on today's culture.

### Lesson Plan 3



Lesson Plan 3(Session:1&2)	
<p><b>Subject:</b> History lessons</p> <p><b>Topic:</b> The Establishment of the Unified Multi-ethnic Feudal State of Qin Dynasty (秦朝统一多民族封建国家的建立)</p> <p><b>Grade:</b> The first-year secondary vocational school students</p> <p><b>Class Strengths:</b> 30 students</p> <p><b>Time:</b> 90 minutes (45 minutes/1session)</p> <p><b>Students background knowledge:</b> Unconditional requirement.</p> <p><b>Teaching and learning strategy:</b> Using multimedia of Guangxi Zhuang Culture to History lessons.</p> <p><b>Learning Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Knowledge Objective: To be able to grasp the historical events, phenomena and development process of this lessons.</li> <li>2. Ability Objective: To be able to analyse the reasons for the evolution of Chinese civilisation and explain the development of Chinese civilisation from different perspectives.</li> <li>3. Affective Attitude and Values Objective: To enhance the spirit of patriotism and cultivate a correct outlook on three things.</li> <li>4. Cultural literacy objective: to enhance the recognition and understanding of Chinese culture, and to cultivate cultural self-awareness and cultural self-confidence.</li> </ol>	
Session1	
Time	Activity
Greeting students (5 minutes)	<ol style="list-style-type: none"> <li>1. Teacher say hello to the students.</li> <li>2. Check students' presence and make sure they can hear me clearly.</li> </ol>
Lessons introduction (5 minutes)	<ol style="list-style-type: none"> <li>1. An overview of today's learning content.</li> <li>2. Inform students of the important and difficult points of the lessons.</li> </ol>


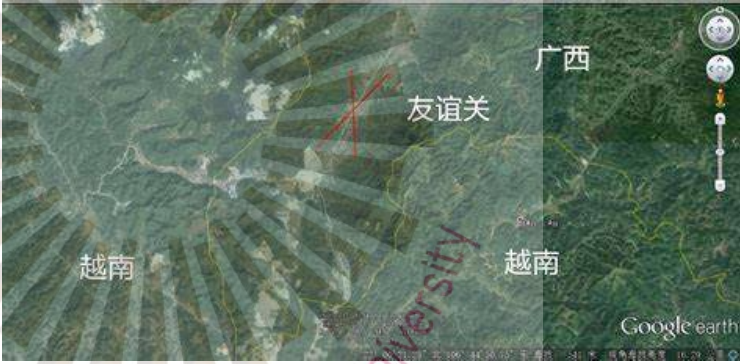
Time	Activity
Show PPT and combing the text book knowledge (10 minutes)	<p>The teacher teaches the points of this lesson:</p> <p>(1) The Five Hegemons of the Spring and Autumn Period and The Seven Warring States of the Warring States Period.</p> <p>(2) The process of unification of multi-ethnicity in the Qin Dynasty.</p>
Classroom Interaction (10 minutes)	<p>Using the multimedia of Smart Whiteboard, teacher asks the students to draw a rough map of the Qin Dynasty's southern expedition and observe where "Guangxi" is located.</p> <p>Deepen the understanding of Qin Shi Huang's "Conquering the Baiyue in the South".</p> 
Show PPT and combing the text book knowledge (10minutes)	<p>Understanding the unification of ethnic minorities in the Qin Dynasty leads to a new knowledge point: the policies made by Qin Shi Huang in politics and analysing the reasons for them.</p>
Summarise and ask questions (5 mminutes)	<ol style="list-style-type: none"> <li>1. the teacher conducts a review of the knowledge points of this lesson again</li> <li>2. The teacher asks the question: What were the reasons for the various political policies of the Qin Dynasty.</li> </ol>

Session 2	
Time	Activities
Greeting students (5 minutes)	<ol style="list-style-type: none"> <li>1. Teacher say hello to the students.</li> <li>2. Check students' presence and make sure they can hear me clearly.</li> </ol>
Lessons introduction 5 minutes)	<ol style="list-style-type: none"> <li>1. An overview of today's learning content.</li> <li>2. Inform students of the important and difficult points of the lessons.</li> </ol>
Lead in (10 minutes)	<ol style="list-style-type: none"> <li>1. Teacher shows the pictures of the Lingqu Canal on multimedia of PPT and ask students: Do you know where this is, by whom and when it was built, and what is the function of this canal?</li> <li>2. Give some time to students to discuss and choose some students answer.</li> </ol> <div style="display: flex; justify-content: space-around; align-items: center;">   </div>
Show PPT and combing the text book knowledge (20 minutes)	<ol style="list-style-type: none"> <li>1. Based on the students' discussion, the teacher announces the correct answer, introduces it as a spiritual canal that exists around us, and introduces the knowledge point of the text: the Qin Dynasty's efforts to unify the multinationals in terms of economy.</li> <li>2. Transition from the economic aspect to the knowledge point about cultural policies and explore the impact of these policies together.</li> </ol>
Homework (5 minutes)	Give the question "What you think about Emperor Qin Shi Huang" for students to complete at home.

## Lesson Plan 4

Lesson Plan 4(Session:1&2)	
<p><b>Subject:</b> History lessons</p> <p><b>Topic:</b> Efforts to explore the way out for the country and to save the nation from peril (探索国家出路和拯救民族危亡的努力)</p> <p><b>Grade:</b> The first-year secondary vocational school students</p> <p><b>Class Strengths:</b> 30 students</p> <p><b>Time:</b> 90 minutes (45 minutes/1session)</p> <p><b>Students background knowledge:</b> Unconditional requirement.</p> <p><b>Teaching and learning strategy:</b> Using multimedia of Guangxi Zhuang Culture to History lessons.</p> <p><b>Learning Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Knowledge Objective: To be able to grasp the historical events, phenomena and development process of this lessons.</li> <li>2. Ability Objective: To be able to analyse the reasons for the evolution of Chinese civilisation and explain the development of Chinese civilisation from different perspectives.</li> <li>3. Affective Attitude and Values Objective: To enhance the spirit of patriotism and cultivate a correct outlook on three things.</li> <li>4. Cultural literacy objective: to enhance the recognition and understanding of Chinese culture, and to cultivate cultural self-awareness and cultural self-confidence.</li> </ol>	
Session1	
Time	Activity
Greeting students (5 minutes)	<ol style="list-style-type: none"> <li>1. Teacher say hello to the students.</li> <li>2. Check students' presence and make sure they can hear me clearly.</li> </ol>
Lessons introduction (5 minutes)	<ol style="list-style-type: none"> <li>1. An overview of today's learning content.</li> <li>2. Inform students of the important and difficult points of the lessons.</li> </ol>

Time	Activity
Lead in (10 minutes)	<p>Using the multimedia of Smart Whiteboard, Teacher shows the pictures of Guiping Jintian village site (桂平金田村遗址) on computer screen and ask students:</p> <ol style="list-style-type: none"> <li>1. This is the site of our Jintian Village in Guiping, Guangxi, have you ever heard your elders mention any events that happened here?</li> <li>2. Give some time to students to discuss and choose some students answer.</li> </ol> <div style="display: flex; justify-content: space-around;">   </div>
Show PPT and combing the text book knowledge (20 minutes)	Based on students' discussion, the teacher introduces the knowledge points of the textbook: the background, events and impact of the Taiping Heavenly Kingdom Movement.
Summary (5 minutes)	<ol style="list-style-type: none"> <li>1. The teacher conducts a review of the knowledge points of the lesson again</li> <li>2. Under the teacher's guidance, work with students to complete the mind map of the knowledge points in this lesson.</li> </ol>
<b>Session 2</b>	
Time	Activities
Greeting students (5 minutes)	<ol style="list-style-type: none"> <li>1. Teacher say hello to the students.</li> <li>2. Check students' presence and make sure they can hear me clearly.</li> </ol>
Lessons introduction (5 minutes)	<ol style="list-style-type: none"> <li>1. An overview of today's learning content.</li> <li>2. Inform students of the important and difficult points of the lessons.</li> </ol>

Time	Activities
<p>Lead in (10 minutes)</p>	<p>1. Teacher shows the multimedia of pictures and video of Map of Guangxi Friendship Pass on computer screen by PPT and ask students: Which country is most likely to be at war with here?</p> <p>2. Give some time to students to discuss and choose some students answer.</p>  
<p>Show PPT and combing the text book knowledge (20 minutes)</p>	<p>1. According to the students' discussion, the teacher announces the correct answer and introduces the knowledge point of the text: Sino-French War.</p> <p>2. After the Sino-French War is introduced, the necessity of the "Self-Strengthening Movement" is introduced, and the two knowledge points of "Self-Strengthening Movement" and "Hundred Days' Reform" are taught.</p>
<p>Homework (5 minutes)</p>	<p>Let students write out the points from this lesson in the form of a mind map at home.</p>



### Item Objective Congruence for Grammar Assessment

1. Rate +1, if the item clearly matches the stated objectives.
2. Rate 0, if the item is unclear or unsure whether the measures meet the stated objectives.
3. Rate -1, if the item does not clearly match the stated objectives.

Sl. No	Questions	Expert 1	Expert 2	Expert 3	IOC Average	Congruence
1.	Question 1	+1	+1	+1	1	Congruence
2.	Question 2	+1	+1	+1	1	Congruence
<b>Overall Average</b>		1				Congruence





**APPENDIX G**  
**ACHIEVEMENT TEST**

## 学习成绩测试

(前测&amp;后测)

科目：历史

总分：100分

姓名： .....

学号：

## 一、选择题（共10分，每题2分）

1、中华文明的起源大约可以追溯到哪个时期？

- A. 商朝
- B. 周朝
- C. 新石器时代
- D. 春秋时期

2、中国最早的农业文明主要起源于以下哪个流域？

- A. 长江流域
- B. 黄河流域
- C. 珠江流域
- D. 海河流域

3、春秋时期的开端标志是哪一个事件？

- A. 齐桓公称霸
- B. 周平王东迁
- C. 战国七雄争霸
- D. 商鞅变法

4、春秋战国时期的历史变革主要体现在以下哪一个方面？

- A. 科技进步
- B. 文化交流
- C. 政治制度的变革与社会结构的变化
- D. 对外扩张

5、以下哪一项不是秦朝统一六国的措施？

- A. 商鞅变法
- B. 车同轨
- C. 书同文
- D. 统一度量衡



二、判断题：对的“√”，错的“×”（共20分，每题2分）

1. 新石器时代是中华文明的起源时期之一，主要特点是农业的发展和村落的形成。（ ）
2. 春秋战国时期的“百家争鸣”促进了中国思想文化的繁荣，为中华文明的多元化发展做出了重要贡献。（ ）
3. 春秋战国时期，各国纷纷实行变法图强，这一时期的改革为后世的社会和文化发展奠定了重要基础。（ ）
4. 春秋战国时期的社会动荡和战争使得封建制度逐渐瓦解，促进了新的政治和社会制度的形成。（ ）
5. 秦朝的中央集权制度在一定程度上促进了中国古代文化的统一与发展。（ ）
6. 秦朝的统一虽然巩固了国家的疆域，但对不同民族的文化多样性没有产生积极影响。（ ）
7. 洋务运动的失败主要是因为它只注重技术层面的引进，而忽视了对制度和思想的全面改革。（ ）
8. 在甲午战争失败后，清朝官员提出的改革措施对推动中国社会进步具有重要作用。（ ）
9. 辛亥革命中展现的民族觉醒和民主追求依然是当代社会的重要价值观。（ ）
10. 辛亥革命成功推翻了清朝的封建统治，但没有彻底解决中国的社会和经济问题，因此无法完全实现民族复兴的目标。（ ）



### Item Objective Congruence for Questionnaire

**Rate +1**, if the item clearly matches the stated objectives.

**Rate 0**, if the item is unclear or unsure whether the measures meet the stated objectives.

**Rate -1**, if the item does not clearly match the stated objectives.

SI No.	Item Test No.	Expert 1	Expert 2	Expert 3	Average	Congruence
1	The process of learning History lessons using multimedia on the Guangxi Zhuang Culture was fun.	+1	+1	+1	1	Congruence
2	The content of our History lessons captivated my interest.	+1	+1	+1	1	Congruence
3	Remembering historical events became easier for me.	+1	+1	+1	1	Congruence
4	The lessons inspired me to learn more historical knowledge outside of class.	+1	+1	+1	1	Congruence
5	This lessons had inspired me to get involved in more after-school History lessons activities.	+1	0	+1	0.67	Congruence
6	My frequency of participation in the History class has increased.	+1	+1	+1	1	Congruence
7	The teacher's use of materials about the Guangxi Zhuang Culture helped me to understand the historical events.	+1	+1	+1	1	Congruence

Sl No.	Item Test No.	Expert 1	Expert 2	Expert 3	Average	Congruence
8	I think the History lessons activities based on using multimedia on Guangxi Zhuang Culture made me fully engaged.	+1	+1	0	0.67	Congruence
9	The way the teacher used multimedia on Guangxi Zhuang Culture in the class made me want to get more involved.	+1	+1	+1	1	Congruence
10	Teacher using multimedia on Guangxi Zhuang Culture in the class gave me the confidence to study the history lessons better and better.	+1	+1	0	0.67	Congruence
11	My history grades improved after my teacher used the multimedia on Guangxi Zhuang Culture in his teaching.	+1	+1	+1	1	Congruence
12	I was able to relate my knowledge of Guangxi Zhuang Culture to historical events.	+1	+1	+1	1	Congruence
13	I felt that using Guangxi Zhuang Culture to teach the History lessons improved my ability to analyse historical events.	0	+1	+1	0.67	Congruence
14	I felt that using Guangxi Zhuang Culture to teach the History lessons enhanced my sense of cultural pride.	+1	+1	+1	1	Congruence

SI No.	Item Test No.	Expert 1	Expert 2	Expert 3	Average	Congruence
15	I felt that using multimedia on Guangxi Zhuang Culture to teach the History lessons enhanced my historical values.	+1	+1	+1	1	Congruence





## Questionnaire

Dear students,

This questionnaire is a part of the thesis of Master of Education in Curriculum and Instruction, Rangsit University. This research title is *The Application of Guangxi Zhuang Culture for History lessons among The First-Year Secondary Vocational School Students in Guangxi province, China*. Researcher would use the results of the analysis to test the student's satisfaction on learning History lessons through Guangxi Zhuang Culture. This can provide some new understanding and ideas for History lessons teaching and learning for the students in the future.

Best Regards,

Ms JingFei Shi

Master candidate, Education in Curriculum  
and Instruction, Suryadeep Teachers' College,  
Rangsit University.



### **Part 1 General information of the respondents**

Direction:

Put a tick mark (  ) in the brackets.

1.Age:

15 (  )

16 (  )

17 (  )

2.Gender:

Male (  )

Female (  )

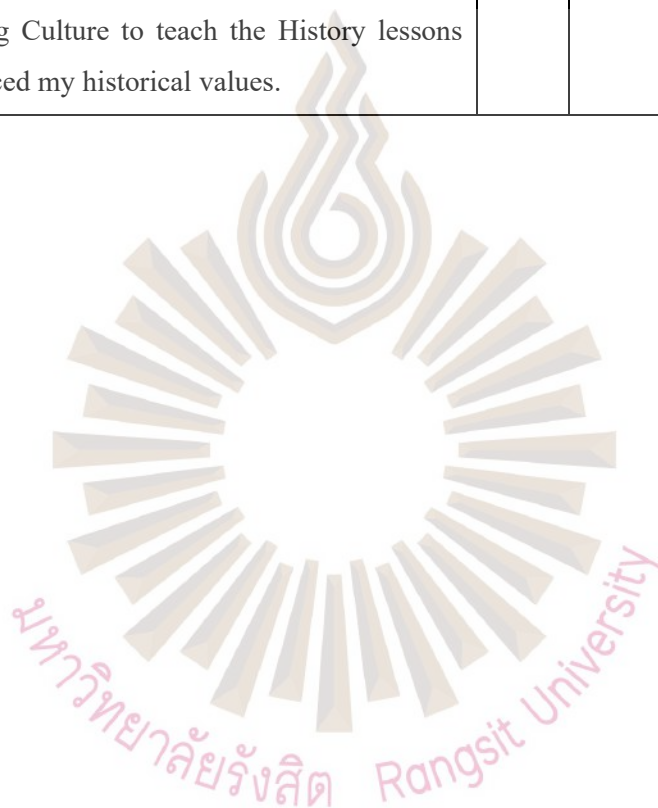
### **Part 2 Students' Satisfaction**

Please indicate your level of agreement with each statement on a scale from 1 to 5, where 1 represents 'Strongly Disagree' and 5 represents 'Strongly Agree,' as described in the table below.

<b>Scale:</b> Strongly Agree (SA)-5 Agree(A)- 4 Neutral (N)-3 Disagree(D)-2 Strongly Disagree (SD)-1						
Sl No.	Items	SA 5	A 4	N 3	DA 2	SD 1
<b>PART A: INTEREST &amp; MOTIVATION</b>						
1	The process of learning History lessons using multimedia on the Guangxi Zhuang Culture was fun.					
2	The content of our History lessons captivated my interest.					
3	Remembering historical events became easier for me.					

<b>Scale: Strongly Agree (SA)-5 Agree(A)- 4 Neutral (N)-3 Disagree(D)-2 Strongly Disagree (SD)-1</b>						
Sl No.	Items	SA 5	A 4	N 3	DA 2	SD 1
4	The lessons inspired me to learn more historical knowledge outside of class.					
5	This lessons had inspired me to get involved in more after-school History lessons activities.					
<b>PART B: ENGAGEMENT</b>						
6	My frequency of participation in the History class increased.					
7	The teacher's use of materials about the Guangxi Zhuang Culture helped me to understand the historical events.					
8	I think the History lessons activities based on using multimedia on Guangxi Zhuang Culture made me fully engaged.					
9	The way the teacher used multimedia on Guangxi Zhuang Culture in the class made me want to get more involved.					
10	Teacher using multimedia on Guangxi Zhuang Culture in the class gave me the confidence to study the history lessons better and better.					
<b>PART C: EFFICACY OF USING MULTIMEDIA ON GUANGXI ZHUANG CULTURE TO HISTORY LESSONS</b>						
11	My history grades improved after my teacher used the multimedia on Guangxi Zhuang Culture in his teaching.					
12	I was able to relate my knowledge of Guangxi Zhuang Culture to historical events.					
13	I felt that using Guangxi Zhuang Culture to teach the History lessons improved my ability to analyse historical events.					

<b>Scale:</b> Strongly Agree (SA)-5 Agree(A)- 4 Neutral (N)-3 Disagree(D)-2 Strongly Disagree (SD)-1						
Sl No.	Items	SA 5	A 4	N 3	DA 2	SD 1
14	I felt that using Guangxi Zhuang Culture to teach the History lessons enhanced my sense of cultural pride.					
15	I felt that using multimedia on Guangxi Zhuang Culture to teach the History lessons enhanced my historical values.					



**BIOGRAPHY**

Name	JingFei Shi
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