



**THE DEVELOPMENT OF GRADE 6 CHINESE STUDENTS' ENGLISH
SPEAKING SKILL USING SEEWOO APPLICATION WITH
A COMMUNICATIVE TEACHING METHOD**

BY

XING WANG

**A THESIS SUBMITTED IN PARTIAL FULFILLMENT
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Abstract

This study compared grade 6 Chinese students' English speaking skill before and after using Seewoo application with a communicative teaching method, and investigated their satisfaction towards using Seewoo application with a communicative teaching method in English speaking skill in Hunan Province, China. The sample group consisted of 50 grade 6 students from Hunan Province, China. Quantitative data were collected through four lesson plans, pre-test, post-test and questionnaire and were analysed using means, standard deviations and paired sample t-Test. The data collection lasted for four weeks.

For the result, the pre-test resulted in a mean of 22.21 (SD = 1.98), while the post-test resulted in a mean of 23.12 (SD = 1.80). After applying the Seewoo application with a communicative teaching method, there was the students' significant improvement in English speaking skill. The data collected from the questionnaire indicated that all items on the questionnaire were rated highly. The majority of students in the sample group expressed satisfaction with using Seewoo application with a communicative teaching method.

This study provided new teaching ideas for all primary English teachers, which may help primary English teachers use technology to make their classrooms richer and more effective.

(Total 155 pages)

Keywords: English Speaking Skill, Seewoo Application, Communicative Teaching Method, Students Satisfaction

Student's Signature Thesis Advisor's Signature

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CHAPTER 1

INTRODUCTION

This chapter provided an explanation of the research's history and justification, goals, questions, and hypothesis. It also described the research's scope, conceptual framework, operational definitions, expected results, and limits.

1.1 Background and Rationale of the Research

Entering the 21st century, human society had also entered the information age, and the development of the information age had put forward new and higher requirements for education, so that the mode and form of education were also changing with the development of information technology. Different information technologies were constantly being used in education and teaching, so that the way teachers teach, the way students learn, and the teaching resources that teachers and students come into contact with were all changing. The center of school education was the classroom, so the focus of primary and secondary education informatization was to informatize the classroom. As the core of education informatization, classroom teaching informatization should achieve the goals of technologization of teaching methods, informatization of education dissemination and modernization of education methods (Demirci, 2015).

Education informatization was a widely mentioned term in education. From the early 1980s, China's Ministry of Education required the research and exploration of computer-assisted teaching in primary and secondary schools across the country; at the beginning of the twenty-first century, interactive Applications were introduced into primary and secondary school curricula to assist classroom teaching; the “Outline of the National Medium- and Long-Term Educational Reform and Development Plan (2010-

2020)” and the “Ten-Year Development Plan for Education Informatization (2011-2020)” were implemented, and then the “Education Informatization 2.0 Action Plan”, China's education informatization had gone through nearly 40 years. With the implementation of the Outline of the National Medium- and Long-Term Education Reform and Development Plan (2010-2020) and the Ten-Year Development Plan for Education Informatization (2011-2020) and the Action Plan for Education Informatization 2.0, China's education informatization had gone through nearly 40 years. Looking back on the history of the rise of education informatization in China and looking forward to “China Education Modernization 2035”, we can see that the development of education modernization in our country was at an important stage, which was not only the main content and foundation of the country's modernization, but also an important part of the development of education in the world (Smith, Higgins, Wall, & Miller, 2005).

Information-based teaching devices were becoming more and more accessible to teachers, and were becoming more and more of a must-have tool in the classroom. But at the same time, technology was also becoming a bottleneck that restricts teachers' use of these devices. The goal of the “National Primary and Secondary School Teachers' Information Technology Application Ability Enhancement Project 2.0” was to build a new mechanism for the development of teachers' information literacy that was school-based, classroom-based, application-driven, innovation-oriented, and accurately assessed by 2025, and to guide primary and secondary schools to carry out in-depth cultivation of teachers' information technology education ability through the use of demonstration projects, so as to basically achieve the goal of informatization of campus construction and informatization of teacher education (Wu, 2011). Through the use of demonstration projects to guide primary and secondary schools to carry out in-depth training of teachers' informatization education ability, the basic goal of campus construction informatization and teacher education informatization would be achieved, and the integration of information technology and education and teaching would be promoted in all aspects. To this end, the Ministry of Education had set four major tasks, namely, to deepen the training of IT application ability to fully serve the reform and development of education and teaching; to shorten the gap

between urban and rural teachers' ability to use IT to promote the balanced development of education curriculum; to build an innovative team of teachers' IT education to guide teachers' future teaching; and to comprehensively upgrade the support service system to effectively guarantee the development of integration and innovation. On the basis of the achievements of 1.0, education informatization 2.0 realizes the change from paying attention to things to paying attention to people (administrators, teachers, students); from paying attention to the accumulation of quantity to paying attention to the quality change; from paying attention to the environment and resources to paying attention to the mode and ecology. In this, IOT, AR/VR, Artificial Intelligence and other technologies and applications that concern the future shape of society and the literacy of people have been fully emphasized.

Education informatization 2.0 would enable relevant government departments and industry (Primary and Secondary School Development Committee, 2020) personnel to form the following consensus on education informatization: education informatization was a process, not a result; application was the core content of education informatization; and education informatization was the core feature and core work of China's teacher modernization. Teachers should face the future, actively respond to education informatization, and continuously improve their own ability to use information technology. The introduction of the all-in-one machine had brought a powerful weapon for teachers to face this challenge. It was a combination of computer, TV, audio, electronic Application and other functions in one, with many advantages, such as easy and convenient installation, no waste of space, while allowing teachers and schools to overcome the chalk dust pollution caused by the past use of black-and-white chalk, providing a dust-free, pollution-free environment. It was unique multimedia and human-computer interaction touch function, would be a new form of knowledge in a more vivid and interesting, more intuitive to everyone, greatly enhancing the learning enthusiasm of students, and triggered the passion for teaching. Also, compared to the previous projection screen by the light of the larger phenomenon, the teaching touch screen machine does not exist in this case, it had clear screen, color realistic, every student in the classroom was able to clearly see the information displayed. The use of the all-in-one computer greatly relieves the teaching

pressure of teachers, and really effectively improves the efficiency of the classroom. However, a small number of teachers did not make full use of the multiple functions of the all-in-one machine, only used to replace the blackboard or as a tool to play PPT, and even some of them also because of the board less, PPT playback fast, resulting in a large capacity of the classroom, the students digested and absorbed the difficulties, which was counterproductive (Bell, 2002).

In recent years, interactive Application technology had been introduced into the classroom teaching, the introduction of this technology had not only changed the traditional “blackboard + chalk” teaching mode, but also changed the traditional “PPT courseware + blackboard” multimedia teaching mode, so that the “multimedia courseware and blackboard functions were integrated together”. Multimedia courseware and blackboard functions integrated together. So that the teacher in the process of teaching can be directly in the presentation of pictures and video annotations, students can also go to the Application to write and did questions and even some experiments can also be simulated in the Application (Cogill, 2003). Seewo PC was based on the electronic Application, adding other software and hardware functions to make the electronic Application more powerful. Teachers can teach across the time and space limitations, but also the combination of smart phones and Seewo PCs, some of the functions of the smart phone applied to the classroom teaching, so that the teacher in the classroom was more convenient and fast teaching the efficiency of the classroom and interactivity had been greatly improved.

What was the current status of the application of Seewo in grade 6 English speaking skill and how effective was the use of Seewo? How to make the application of Seewo in grade 6 English speaking skill fast and convenient and how to improve the effectiveness of Seewo so that Seewo can better serve grade 6 English speaking skill. what were the advantages of Seewo in the process of teaching grade 6 English speaking skill? All need to be studied in depth. Therefore, this paper takes Grade 6 English class in Hunan Province as an example, introduces the various functions of Seewo in detail, and analyzes the promotion effect of Seewo on the effectiveness of Grade 6 English

speaking skill, analyzes the advantages and characteristics of Seewo in Grade 6 English speaking skill, so that Seewo can serve Grade 6 English teaching more effectively.

Interactive Application was a new teaching product, first appeared in some European countries, some developed areas of China's schools have been equipped with electronic Applications. In recent years, the popularization of Applications was very fast, especially in the northwest region, many primary and secondary schools were equipped with interactive Applications, and the speed of updating Applications was also very fast, many new features continue to appear, as well as previous imperfections in the function of continuous improvement. Especially the introduction of the all-in-one machine so that the teacher classroom form had become diversified, the classroom content colorful, students and teachers to increase the interaction, the efficiency of the classroom had been greatly improved. What's more, some unsolvable teaching problems encountered by teachers in classroom teaching before have been easily solved (Haldane, 2007).

“Interactive Application integrates the traditional teaching mode and modern multimedia teaching means organically”. But Applications were updating and developing rapidly, so there was relatively little research on new Applications (all-in-one machines), as well as on their application in the English subject. Most of the front-line teaching workers did not master many functions of the All-in-One machine, but just the same as the traditional multimedia applications, which leads to some functions of the All-in-One machine being abandoned, so the utilization rate of the All-in-One machine had not been improved. This paper introduces the application of MFP in primary school English classroom through the introduction of some of the functions of MFP and the investigation of the use of the current situation. It provides a reference for front-line teachers to use the All-in-One PCs, so that the utilization rate of the All-in-One PCs can be improved, which was also conducive to the promotion of the research on the integration of information technology and English speaking skill curriculum.

The communicative teaching method, also known as Communicative Language Teaching (CLT), focuses on developing learners' ability to communicate in real-life

situations. Unlike traditional methods that emphasize grammar and vocabulary memorization, CLT prioritizes the practical use of language through interaction, fluency, and comprehension. Here were some key aspects:

The Communicative Teaching (CLT) method emphasizes real-life communication over grammatical precision. It focuses on helping students develop practical language skills through interactive, student-centered activities like role plays, group discussions, and real-world tasks using authentic materials. The approach values fluency and effective communication, encouraging confidence and cultural awareness. While CLT boosts motivation and overall proficiency across language skills, it requires skilled classroom management and flexible assessment methods to handle its interactive and subjective nature.

1.2 Research Objectives

1.2.1 To compare grade 6 Chinese students English speaking skill using Seewo with a Communicative Teaching Method in Hunan Province in China.

1.2.2 To investigate grade 6 Chinese students' satisfaction towards using Seewo with Communicative Teaching Method in English speaking skill in Hunan province in China.

1.3 Research Questions

1.3.1 Was there an improvement in English speaking skill of grade 6 Chinese students after using Seewo and Communicative Teaching Method in Hunan province in China?

1.3.2 Were grade 6 Chinese students satisfied with using Seewo and Communicative Teaching Method in English speaking skill?

1.4 Research Hypotheses

After using Seewo and Communicative Teaching Method, grade 6 Chinese students' English speaking skill would be improved.

1.5 Scope of the Research

The research was conducted in compliance with the previously mentioned guidelines. Therefore, it was crucial to use caution when extrapolating the results, especially in light of different research instruments and educational backgrounds.

In this research, the effect of using Seewo and Communicative Teaching Method on using Seewo and Communicative Teaching Method in English speaking skill. Fifty grade 6 students in Hunan province in China from No.1 Primary School were selected as the experimental samples. In addition, data would be collected from grade 6 students through questionnaires and pre-test and post-test.

1.5.1 Location of the Research

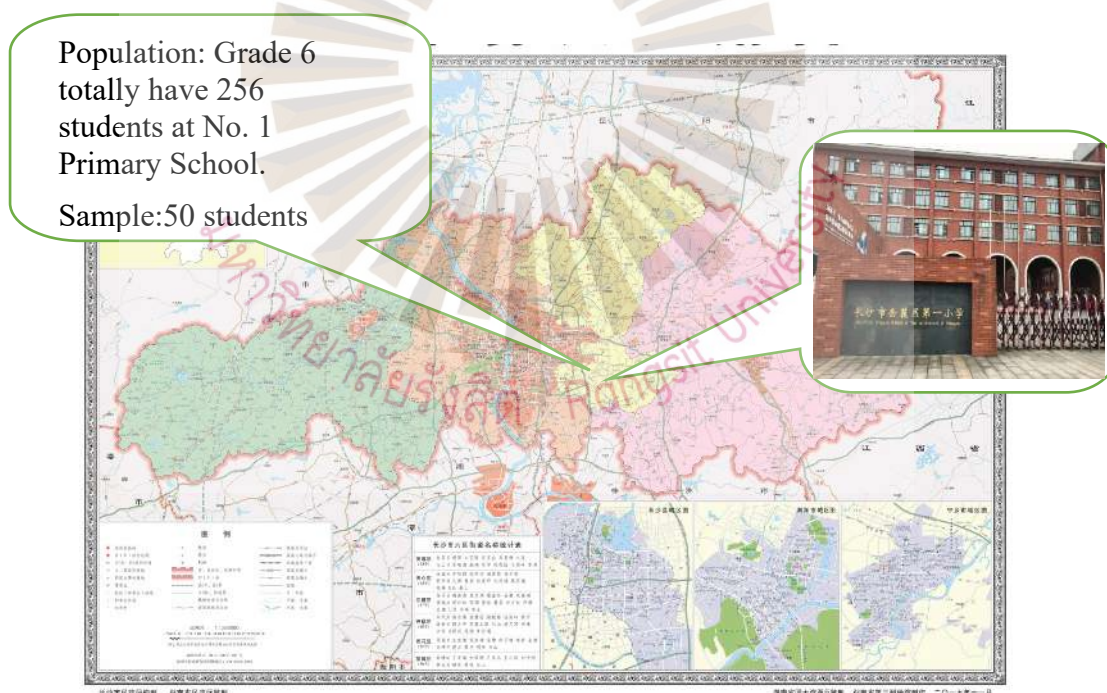


Figure 1.1 Location of the Research School

Source: Sina News, 2017

Table 1.1 Timeline of This Research (Cont.)

Activity	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar
Data Collection									
Data Analysis									
Report Writing and Thesis Defense									

1.5.4 Research Plan

The study period total 4 weeks, with 4 sessions of 45 minutes each per week. communicative training was divided into 5 dimensions, with the first week was basic training, the students were pre-tested, post-tested, and surveyed on satisfaction.

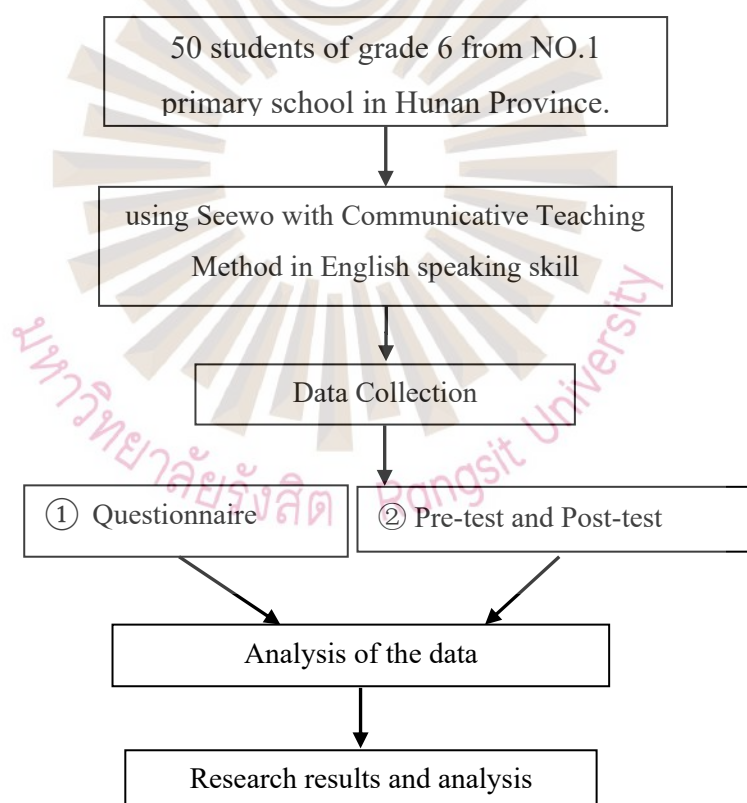


Figure 1.2 Research Plan

Source: Compiled by Researcher

1.5.5 Lesson Plan

The course would be developed from five dimensions as the details are shown in the table 1.2

Table 1.2 Lesson Plan

Topics	Weeks	Lesson plans	Seewo Application	Teaching method
Pronunciation	Week 1	Read aloud a list of 10 words that include common phonetic sounds (e.g., /th/, /sh/, /ch/). Read aloud a new list of 10 words, including more complex phonetic sounds.	Pronunciation tool with interactive sound feedback. Before class, warm up by playing songs and interacting through seewo	Guided Practice Method 1. Introduce Sounds: Start with phonetic breakdowns of challenging sounds, demonstrating mouth positioning. 2. Practice and Feedback: Have learners mimic sounds; the tool provides instant feedback, showing alignment with native pronunciation. 3. Repetition and Reflection: Encourage repeated practice, with learners

Table 1.2 Lesson Plan (Cont.)

Topics	Weeks	Lesson plans	Seewo Application	Teaching method
				<p>adjusting based on feedback.</p> <p>4. Progress Tracking: Show learners their improvement over sessions to motivate continuous refinement.</p>
Vocabulary Usage	Week 1	<p>Answer 5 simple questions using basic vocabulary (e.g., "What did you like to eat?").</p> <p>Answer 5 questions using thematic vocabulary learned during the training.</p>	<p>Interactive flashcards and quizzes.</p> <p>Use Seewo's word playback and click-to-read functions;</p>	<p>Reinforcement and Retrieval Practice Method</p> <p>1. Introduce Concepts: Begin with interactive flashcards that present key vocabulary or concepts with images and sounds for context.</p> <p>Active Recall Practice: Encourage learners to engage actively by guessing the answer before flipping each card. Immediate</p>

Table 1.2 Lesson Plan (Cont.)

Topics	Weeks	Lesson plans	Seewo Application	Teaching method
				<p>feedback reinforces correct responses.</p> <p>2. Quizzes for Reinforcement: Use quizzes at intervals to test retention, prompting learners to recall and apply knowledge.</p> <p>3. Spaced Repetition: Schedule flashcards to reappear based on performance, helping learners remember over time.</p>
Fluency	Week 2	<p>Describe a picture with 3-5 sentences.</p> <p>Evaluate based on fluidity and hesitation.</p> <p>Describe a picture with 5-7 sentences, focusing on fluidity and</p>	<p>Seewo displays pictures, provides sentence starters, and records responses. Virtual role-play simulations.</p>	<p>Situational Learning and Guided Response Method</p> <p>1. Contextual Setup: Present real-life scenarios through pictures to set the scene and immerse learners in context.</p>

Table 1.2 Lesson Plan (Cont.)

Topics	Weeks	Lesson plans	Seewo Application	Teaching method
		coherence.		<p>2. Guided Language Use: Provide sentence starters to scaffold responses, helping learners formulate appropriate phrases or dialogue.</p> <p>3. Role-Play and Response Recording: Have learners respond to the scenario in real-time, recording their answers to review fluency and appropriateness.</p> <p>4. Feedback and Reflection: After recording, offer feedback and encourage self-reflection to refine language use and response delivery.</p>

Table 1.2 Lesson Plan (Cont.)

Topics	Weeks	Lesson plans	Seewo Application	Teaching method
Sentence Structure	Week 3	<p>Complete 5 simple sentences (e.g., "I was ___ because ___").</p> <p>Complete 5 complex sentences (e.g., "I would like to ___ because ___").</p>	Seewo presents story prompts and allows recording for playback.	<p>Storytelling and Self-Assessment Method</p> <p>Prompt-Based Story Creation: Present engaging story prompts to inspire learners to create narratives, helping them practice language structure and creativity.</p> <ol style="list-style-type: none"> Guided Recording: Encourage learners to record their stories, focusing on clear articulation, tone, and pacing. Playback for Reflection: Have learners listen to their recordings to identify areas for improvement in fluency and expression. <p>Feedback and Iteration: Provide feedback, and allow learners to re-record,</p>

Table 1.2 Lesson Plan (Cont.)

Topics	Weeks	Lesson plans	Seewo Application	Teaching method
				promoting gradual refinement of storytelling skills.
Communication Skills	Week 4	Participate in a basic dialogue simulation with a peer or teacher (greetings, introductions, simple questions). Participate in a dialogue simulation with more complex exchanges (e.g., making requests, expressing opinions).	Real-time peer conversations via Seewo, with teacher feedback on responses.	Collaborative Learning and Immediate Feedback Method <ol style="list-style-type: none"> 1. Structured Pair or Group Discussions: Set conversation topics or scenarios, guiding peers to discuss in real-time to practice language and communication skills. 2. Active Monitoring: Observe conversations, noting language use, accuracy, and engagement. 3. Instant Feedback: Interject with feedback on specific responses to clarify, correct, or expand ideas,

Table 1.2 Lesson Plan (Cont.)

Topics	Weeks	Lesson plans	Seewo Application	Teaching method
				<p>ensuring learners improve during the activity.</p> <p>4. Reflection and Adjustment: Encourage students to incorporate feedback immediately, enhancing their understanding and confidence.</p>
<p>Grade: 6</p> <p>Number of Students:50</p> <p>Teaching Materials: With and Without Seewo application</p>				

1.5.6 Speaking Test for Pre-Test and Post-Test

The pre-test and post-test consisted of three parts. Before the test, we must ensure the consistency of the difficulty of the pre-test and post-test. The details shown as table 1.3.

Table 1.3 Speaking Test

Section 1: Introduction and Interaction (3-5 minutes)
<p>Purpose: To assess the student's ability to introduce themselves and respond to questions in a conversational setting.</p> <p>Task: The student wouldbe asked a few introductory questions about familiar topics, such as their hobbies, family, daily routines, or favorite activities.</p> <p>Example Questions:</p> <ol style="list-style-type: none"> 1. Can you tell me a little about yourself?

Table 1.3 Speaking Test (Cont.)

Section 1: Introduction and Interaction (3-5 minutes)
<ol style="list-style-type: none"> 2. What did you like to do in your free time? 3. Tell me about a recent experience or memory.
Section 2: Picture Description (5 minutes)
<p>Purpose: To assess descriptive language, vocabulary use, and the ability to narrate or explain visual content.</p> <p>Task: The student would be shown a picture and asked to describe what they see, including people, actions, emotions, and surroundings. They should also be encouraged to make inferences about the picture or imagine the context.</p> <p>Instructions:</p> <ol style="list-style-type: none"> 1. Describe everything you see in the picture. 2. What did you think was happening?
Section 3: Discussion (5-7 minutes)
<p>Purpose: To evaluate critical thinking, argument development, and fluency.</p> <p>Task: The student would discuss a given topic, either through open-ended questions or by expressing their opinion on a particular theme (e.g., technology, environment, culture). They should provide reasons, examples, and relevant details to support their points.</p> <p>Example Topics:</p> <ol style="list-style-type: none"> 1. Do you think technology makes life easier or more complicated? Why? 2. How do you think learning English can help in your future?

1.6 Conceptual Framework

This research was composed of independent variable and dependent variables. The independent variable would be using Seewo and Communicative Teaching Method.

The Communicative Teaching Method (CTM), also known as the Communicative Approach, was a method of teaching language that emphasized interaction as both the means and the goal of learning a language. It focused on developing learners' ability to communicate effectively and appropriately in real-life situations. The Seewo app made good use of this pedagogical approach, using interactive tools and video conferencing to adapt to the virtual environment and create a stronger learning atmosphere.

Students' English speaking skill and their satisfaction were the dependent variables, as shown in Figure 1.3.

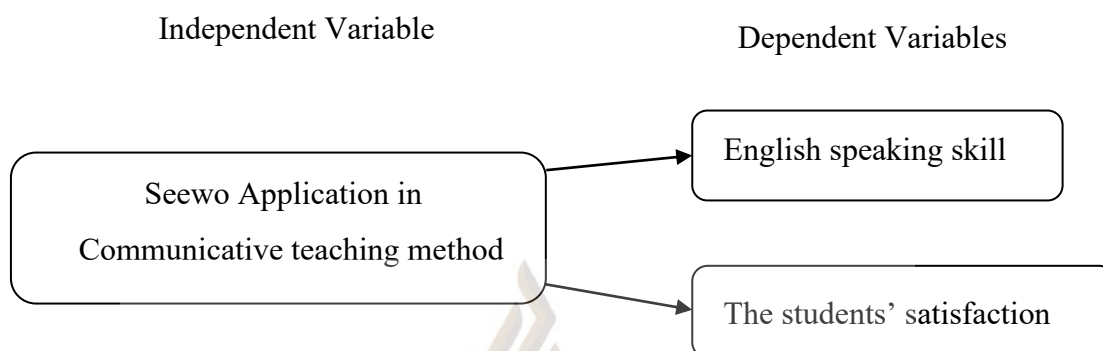


Figure 1.3 Conceptual Framework of The Research

1.7 Definitions of Terms

Seewo Application with a Communication Teaching Method referred to the Seewo Application enhanced English speaking classes by integrating interactive smart boards with the Communicative Teaching Method. Teachers can create dynamic lessons using multimedia like videos, images, and 3D models to simulate real-life scenarios, fostering active student engagement. Real-time annotations and voice recordings enable instant feedback and error correction, improving pronunciation and fluency. Students collaborate using connected devices, participate in role-plays, and practice dialogues, building confidence in communication. Activities like quizzes, storytelling, and debates encourage creativity while making learning enjoyable. Cloud-based resourced allow saving lessons for review, promoting continuous learning and progress tracking. This interactive approach ensures active participation and practical language use. In this study, using Seewo to play the prepared courseware and conduct group conversation exercises for students is the most common way.

English Speaking Skill Level referred to English speaking skill levels range from beginner to advanced, each requiring specific teaching focuses to develop communication abilities. At the beginner level, teaching should focus on basic vocabulary, simple sentence structures, and pronunciation drills to build confidence in

everyday interactions. For intermediate learners, emphasis should be on expanding vocabulary, mastering grammar for accuracy, and practicing conversational skills on familiar topics to improve fluency. Advanced students benefit from lessons on idiomatic expressions, cultural nuances, professional language, and adapting tone for various contexts. Regular role-plays, discussions, and real-life simulations can enhance practical speaking skills. Pre-tests and post-tests should be used to assess progress and refine instructional strategies.

Students Satisfaction in Using Seewo Application with A Communicative Teaching Method referred to using the Seewo Application to enhance student satisfaction in developing English speaking skill by creating an interactive, flexible, and supportive learning environment. Its features, like real-time feedback, multimedia resources, and gamified activities, make speaking practice engaging and relevant. Seewo's capabilities for group work and individualized progress tracking encourage peer collaboration and personal growth, boosting confidence and motivation. Additionally, its flexibility allows students to practice anytime, increasing their comfort with the language and making learning accessible and enjoyable. This interactive approach, combined with exposure to authentic materials, results in higher satisfaction and improved communicative competence. This would be assessed by using 5-points Likert Scale questionnaire, including the 16 items concerning Teacher Usage and Competency, Student Engagement and Interaction and Perceived Learning Impact and Preference.

Communicative Teaching Method of Grade 6 Students. It also known as the Communicative Language Teaching (CLT) approach, was centered on developing communicative competence in learners. It focuses on real-life communication and the practical use of language rather than rote memorization of grammar rules. Researcher use CTM often integrate authentic materials like newspapers, podcasts, or videos, and focus on the four skills: speaking, listening, reading, and writing. Grammar and vocabulary were still taught but in the context of communication rather than as isolated exercises. In this research, it includes pronunciation, vocabulary usage, words fluency, sentence structure and communication skills 5 dimensions.

1.8 Limitations of the Study

1.8.1 This research selected only Fifty grade 6 students from one province in China. It did not cover cities in other provinces of China, and was also limited in its choices due to geographical constraints, as China was a vast country with an unbalanced distribution of educational resources.

1.8.2 It was probable that the research time was too short to yield results that may be questioned given that the lesson plan and data collection were completed in less than a month.

1.9 Significance of the Study

The following was a list of anticipated research outcomes:

1.9.1 The research was designed to understand the current status of the use of Seewo by 6th grade teachers, with a detailed understanding of the frequency of use of Seewo, feature usage preferences, and factors affecting their use. Based on the analysis of the results, it was determined that it was possible to use Seewo to teach English speaking skill in English class.

1.9.2 Grade 6 students were in the early stages of growth, for anything with a curious mind and the idea of inquiry, but also because of their malleable age characteristics, they were mobile, sit uncertainly, attention was easily dispersed, thinking ability was relatively weak. Flexible use of Seewo auxiliary teaching, through interactive teaching, games competition stimulation and other activities stimulated students' interest in learning, more opportunities for students to interact, mobilize the classroom atmosphere, so that students with curiosity, relaxed mindset to learn, and fully embodies the status of students' independent learning.

1.9.3 This research provided a reference for the application of using Seewo and Communicative Teaching Method in English speaking skill in Hunan province.

CHAPTER 2

LITERATURE REVIEW

An outline of the studies, literature, and background of pertinent teaching and learning theories was given in this chapter. At the chapter's conclusion, a summary of relevant research and studies was offered to help readers better comprehend the topics being studied.

2.1 The Background of Teaching and Learning English in China

Electronic whiteboard was first born in Canada, initially not used in education, the scope of application was relatively wide, but the application of the most in education, and then began to popularize in many countries, especially some developed countries invested a lot of money to schools equipped with electronic whiteboard equipment". The use of whiteboards in the classroom was very popular with teachers and students, so foreign scholars have done a lot of research on whiteboards, and the scope of the research was relatively wide involved in the study of the function of whiteboards, the role of the classroom, the classroom effect as well as the impact on the teacher's teaching philosophy and methodology and so on. Research had shown that many functions of whiteboards have made significant changes in classroom effects, helped to increase students' interest in learning, and diversified teachers' classroom forms. However, there were fewer studies on the misconceptions about the use of whiteboards, their advantages, and the evaluation of teachers and students (Cutrim, 2006).

In 1991, the world's first interactive whiteboard appeared and triggered the information technology revolution in the 21st century. The UK was the first country to apply interactive whiteboards in the field of basic education, and achieved good results.

2004, the UK government organized experts to establish free whiteboard teaching resources for school teachers, and the Ministry of Education also clearly indicated that interactive whiteboards would be installed in every classroom in the future. This showed that interactive whiteboards have been highly valued by the British government in promoting the development of national education informatization (Glover & Miller, 2001). Subsequently, the United States, Canada, Australia and other developed countries have begun to learn from it. With the popularization of whiteboards, foreign researchers have conducted in-depth and systematic researches on the functional characteristics of whiteboards and the advantages of their teaching applications, and the researches on the theme of whiteboards have been in the stage of rapid growth, which, to a certain extent, had pushed forward the development of digital teaching and learning. Through searching the related literature in ERIC, we found that foreign scholars mainly focus on the application of interactive whiteboards and have achieved a series of results (Guo & Xu, 2013).

By the middle of 2010, the interactive intelligent all-in-one machine in Asia flourished, by Japan Sharp and China BOE took the lead in launching the product, and then quickly occupied the market in the field of education. 2015, European countries such as Turkey began to introduce all-in-one machine to the field of education, such as the United States and other developed countries were only in part of the application of high-quality aristocratic schools, to 2017, Europe and the United States began a large number of all-in-one machine auxiliary Teaching, making the whole education field to use all-in-one machine active. Subsequently, Europe and the United States education field of all-in-one machine in the classroom teaching methods and application of the practice of research, mainly focusing on the effectiveness of all-in-one machine-assisted teaching, how to use the all-in-one machine to increase the interactivity of the classroom and so on, to bring about a reform of multimedia-assisted teaching (Li, 2015). The researcher did not search for the research on Seewo all-in-one machine, probably because it was a new generation of intelligent all-in-one machine independently developed by our country, which had not been widely popularized and used in the international arena.

2.2 Teaching and Learning English Speaking Skill in China

At the National Conference on Information Technology Education in Primary and Secondary Schools in October, the Minister of Education, Cheng (2006) pointed out that not only should information technology courses be introduced, but also that other subjects should be taught using a wide range of information technology tools, so that students' learning can be integrated with information technology education. After the word “integration” was introduced into the field of teaching, the field of education theory and educators at home and abroad began to pay attention to the application of information technology in teaching and research, people have a renewed understanding of teaching and learning activities, and did a lot of practical exploration. Since then, China's education industry had continuously explored how to realize the integration of information technology and disciplines, and education informatization technology had emerged in an endless stream, accelerating the development of the integration of information technology and disciplines and achieving good results. It was pointed out in the “Key Points of Education Informatization and Your Network Security Work” in 2018, the universal application of information technology would be promoted in teaching, and in rural primary and secondary schools, we would continue to implement the project of full coverage of digital educational resources, and complete the re-development and integration of elementary school resources. Select some prefecture-level cities and county-level schools across the country to carry out the deep integration of information technology and education and teaching. It can be seen that one of the priorities of today's educational endeavors continues to be the study of the integration of information technology and education and teaching (Bell, 2002).

2.2.1 Seewo Whiteboard and Seewo Application

In 2009, Seewo TEK created Seewo, an independent brand in the field of education. Seewo had successively created software such as Wo Whiteboard, Editor, Class Optimizer, etc. Seewo Application was a multimedia teaching platform independently researched and developed by Seewo, and its biggest feature was the interactive lecturing equipment designed for the needs of information-based teaching.

The core of its application was multimedia interactive whiteboard, which provides teachers with cloud courseware, material processing, teaching tools for different subjects and other functions. Teachers can use the cloud courseware for free or import PPT courseware, add subject tools, edit classroom activities, insert multimedia, cut the material, remove the background, and other forms of processing according to their own design, and it was worth mentioning that it was able to intelligently identify the scene of preparation for the lesson, and did cloud synchronization (Demirci, 2015). It was worth mentioning that it can intelligently recognize the scenarios of lesson preparation and did cloud synchronization, so that every word inputted by the teacher, every operation step and every design were saved at any time, which greatly facilitates the teachers to use the courseware at different times and in different places at any time.

2.2.2 Integration of Information Technology and Disciplines

He (2019) in the “information technology and curriculum deep integration theory” proposed: information technology and curriculum deep integration, refers to the teaching process in various disciplines would be effectively integrated into the information technology, access to information technology teaching environment, in which the teacher “teaching” leading role and the students “learning” subject position can be fully developed. In this kind of teaching environment, the leading role of teachers' “teaching” and the main position of students' “learning” can be given full play to actively build a new teaching mode characterized by “autonomy, collaboration and inquiry”. Teachers should strive to cultivate students' enthusiasm, initiative and creativity, and endeavor to create a teaching structure that combines the “leading role with the main body”.

The basic element of the integration of information technology and curriculum was the informationized teaching environment. So, what was an informatized teaching environment? Scholars Si (2017) believe that: the classroom can realize the construction of the situation, access to information, students' independent inquiry, a variety of resources, active thinking, cooperative learning, communication and talk about the various aspects of the teaching environment was the information technology teaching environment. And Seewo Application provides a variety of interactive features, display

platforms, different forms of multimedia and subject tools can be just for the classroom to build an information-based teaching environment, the main functions of the analysis of the following in detail.

The traditional “teacher-centered” classroom teaching structure had long been inapplicable, now the pursuit of “students were the masters of learning, should fully reflect the student's main position, while the teacher was only guiding the role of the teacher was only a guide, just a guide, an observer,” a new type of teaching structure. The change of this teaching structure was exactly the overall goal of the integration of information technology and subject teaching. The biggest function of Seewo Application was very interactive, the teacher through the design of inquiry activities, provide students to participate in activities on the stage, display and exchange of discussion, play the student's main position (Espinosa & Chen, 2001). Only by changing the structure of classroom teaching can we truly achieve the integration of information technology and subject teaching, which was also the real meaning of “deep integration”. In the new mode of teaching, instructing teachers to change the old ideological concepts, not limited to the use of the blackboard or traditional PPT teaching, encouraging teachers to actively learn new information technology, such as Seewo Application, at the same time be sure to teachers of information technology ability to carry out practical training, through the construction of the school resource kit and other forms of enrichment of learning resources, the planned organization of seminars, to improve the effectiveness of classroom teaching, and slowly can realize the deep integration of information technology and subject teaching integration. Slowly the overall goal of deep integration can be realized (Haldane, 2007).

2.3 The Use of Technology in Teaching and Learning English Speaking Skill

The use of information technology, particularly interactive whiteboards, offers a wide range of benefits in teaching English speaking skills, significantly enhancing both the learning experience and outcomes for students. By integrating modern technological tools into language instruction, teachers can create more

dynamic and immersive lessons that cater to different learning styles and promote active participation (Perera, 2014).

Enhanced Engagement and Motivation: Interactive whiteboards can project multimedia content such as videos, animations, interactive exercises, and real-world scenarios, which capture students' attention and make lessons more engaging. The use of visuals and sounds, combined with the interactivity of the whiteboard, stimulates students' interest and motivation, encouraging them to actively participate in speaking exercises. This increased level of engagement helps to break the monotony of traditional classroom settings and keeps students focused on the lesson (Pirim, 2016).

Active, Interactive Learning: One of the biggest advantages of interactive whiteboards was their ability to transform passive learning into active participation. Students can physically interact with the whiteboard by writing, selecting, or dragging content, which makes learning more tangible and memorable. This hands-on experience allows students to become more involved in language exercises, such as sentence building, vocabulary practice, and conversation simulations, providing more opportunities to practice their English speaking skills in a supportive and interactive environment (Riaz & Mahmood, 2015).

Visual and Audio Reinforcement: English speaking skills, particularly pronunciation and fluency, were reinforced through both visual and auditory channels. Interactive whiteboards allow teachers to combine text, images, and audio resources into one comprehensive lesson (Santos, 2018). For instance, students can listen to native speakers' pronunciation while reading the corresponding text on the screen. They can also practice speaking alongside audio recordings, making it easier to mimic correct pronunciation and intonation patterns. This multisensory approach was highly effective in improving students' listening comprehension and speaking ability.

Immediate, Real-time Feedback: Interactive whiteboards enable teachers to provide real-time corrections and feedback to students during speaking activities. Mistakes can be immediately highlighted on the board, allowing students to recognize

and correct their errors on the spot. This instant feedback loop was critical for language learners, as it helps reinforce correct language use and pronunciation while minimizing the risk of reinforcing bad habits. The ability to see their mistakes visually and correct them promptly also builds students' confidence and competence in English Speaking (Roschelle & Teasley, 1995).

Collaborative Learning Environment: Interactive whiteboards promote collaboration among students, as they often allow multiple users to interact with the board simultaneously. Group exercises such as role-playing, conversation practice, or problem-solving tasks can be conducted directly on the whiteboard, fostering a sense of teamwork and collective learning. This collaborative aspect encourages peer-to-peer communication in English, which helps students gain confidence in speaking in front of others while practicing authentic dialogue in a real-time setting (Viegas, 2014).

Recording and Playback for Self-Assessment: Some interactive whiteboards come with recording capabilities, enabling teachers to capture speaking activities during class. Students can then listen to their recordings and evaluate their own speaking performance, comparing it with native speakers or class examples. This self-assessment practice was invaluable for language learners as it allows them to identify areas for improvement, such as pronunciation, fluency, and grammar (Wang & Chen, 2016). The ability to review and reflect on their speaking skills can lead to better self-awareness and targeted practice.

Personalized and Differentiated Learning: Interactive whiteboards support a wide range of teaching methods and resources that can be tailored to meet individual learning needs. Teachers can customize speaking activities to suit different language proficiency levels within the classroom, ensuring that each student gets the appropriate level of challenge and support. For instance, beginner learners may work on simple sentence formation, while more advanced learners engage in complex dialogues or debates. This personalization helps all students develop their speaking skills at their own pace, making learning more effective and inclusive (Yıldırım, 2014).

Real-life Contextual Learning: Interactive whiteboards allow teachers to simulate real-life situations and environments where students can practice English Speaking in context. Teachers can display images, videos, or scenarios related to everyday situations such as ordering food at a restaurant, asking for directions, or attending a job interview (Zhan, 2015). Practicing English in these realistic contexts helps students build practical speaking skills that they can use in real-world interactions, making the learning experience more relevant and meaningful.

2.4 Seewo Application for Teaching and Learning Speaking Skill

2.4.1 Teaching and Learning with Seewo All-in-One

Seewo was the upgraded version of ordinary whiteboard, it was an ultra-compact, ultra-bright, set of projection, TV and computer, electronic whiteboard as a whole touch all-in-one machine. Multi-touch, with wireless microphone, network teaching resource library, cell phones and tablet PCs can be synchronized with remote operation, it also includes laptop, Android, TV three major systems, in the process of use can be switched according to demand. Many commonly used teaching functions such as annotation, writing, interactive functions, etc., and easy to use, simple operation, more suitable for multimedia teaching (Liu & Tseng, 2014).

2.4.2 Informatization Teaching Strategy

Teaching strategy refers to the main body of education consciously on the teaching process and its factors, the implementation of macro and micro unified planning, assessment and control, and seek to optimize the educational effect of the plan and strategy (Mercer, Hennessy & Warwick, 2010). In the classroom, the teacher only correctly use teaching strategies, can really improve the effectiveness of teaching. Reasonable teaching strategies were the basic prerequisite for teachers to conduct an effective classroom.

2.5 Communicative Teaching Method for Teaching and Learning English Speaking Skill

Because Seewo all-in-one machine was the upgraded product of the electronic whiteboard, so “interactive intelligent tablet”, “electronic whiteboard”, “teaching all-in-one machine”, and other related research should be included in the research on “Seewo all-in-one machine”, so as to obtain a more comprehensive research information. Interactive whiteboard development was the most important step in the history of the whiteboard, the real completion of the whiteboard and the computer, the two-way communication between the presenter and the audience. Ltd. in 2001 took the lead in the development of interactive whiteboard hardware and software, and released the first interactive whiteboard products in China in the same year, before 2004, due to the domestic and foreign markets for electronic whiteboards in need of a small amount of market transactions by most of the SMART, Promethear, such as brand leadership. Since 2005, due to the gradual improvement of the requirements for the development of teaching multimedia technology, the development of the whiteboard trading market in China had begun to emerge and gradually grow the scale of product sales. Since 2008, along with the development of the international projector market in the ultra-short focal length, a large number of short-focus projector products, interactive whiteboard applications in the projection of light source blocking problem had been more effective control, the world-wide demand for whiteboards expanding rapidly, and at the same time domestic and foreign applications of interactive whiteboards were also growing rapidly, the entire industry system to accelerate the improvement (Kearney, 2004).

Table 2.1 Key Features of the Communicative Teaching Method

NO.1	Dimension	Substance
1	Emphasis on Communication	The primary goal was to enhance the learner's communicative competence—the ability to use language effectively and appropriately in various contexts. Lessons focus on activities that encourage students to express themselves, such as conversations, role-plays, and group discussions.

Table 2.1 Key Features of the Communicative Teaching Method (Cont.)

NO.1	Dimension	Substance
2	Functional Language Use	CLT was centered on real-world language functions (e.g., asking for directions, making a request, giving an opinion) rather than on grammatical structures. This enables learners to handle diverse social situations and purposes for language.
3	Authentic Materials	The method often incorporates authentic resources like newspaper articles, video clips, menus, and advertisements to help learners practice interpreting and responding to real-life materials they might encounter outside the classroom.
4	Student-Centered Learning	Students take an active role, working in pairs or small groups to practice, discuss, and solve problems. This cooperative approach aims to build confidence and ease in using language interactively rather than passively absorbing rules.
5	Fluency Over Accuracy	In CLT, fluency was given priority over grammatical accuracy, especially at the initial stages of learning. Errors were seen as a natural part of the language-learning process, and the focus was on understanding and being understood rather than on error-free speech.

Source: Kearney, 2004

Ding (2004), a famous education scholar in China, selected a group of primary and secondary schools in Hunan Province as the practice base of the interactive whiteboard teaching experimental research project, which was a joint cooperation between China and the United Kingdom, which was also an important symbol of the beginning of the use of interactive whiteboard teaching in China's education practice. With the support of national education informatization policy, the development of whiteboards in China had made significant progress (2005). The “Interactive Whiteboards and their Applications” project organized by China Electrified Education made the application of interactive whiteboards to be gradually promoted; in addition, the Central Teaching and Learning Center formally launched the “Interactive Whiteboards and their Applications” project

during the Eleventh Five-Year Plan period. In addition, the Central E-learning Center formally launched the “blended learning research based on interactive whiteboard” during the Eleventh Five-Year Plan, through the efforts of many parties, China's institutions of higher learning, primary and secondary schools, classroom whiteboard usage rate increased from 3% in 2009 to the current 38%, and since 2008, the annual use of whiteboards for the teaching of teaching demonstration of teaching competitions for the teachers to reach hundreds of thousands of people. The proportion of national financial expenditure on education informatization projects was also expanding, so the use of interactive whiteboards in colleges and universities as well as primary and secondary schools had been greatly improved. The Central Teaching and Learning Center organizes the National Interactive Whiteboard Competition for Primary and Secondary Schools every year to promote the use of interactive whiteboards in teaching.

Regarding the research on interactive whiteboards, the researcher searched the China Knowledge Network (CNN) with the keyword “interactive whiteboards”, and the number of documents reached 4,714 between 2000 and 2021.

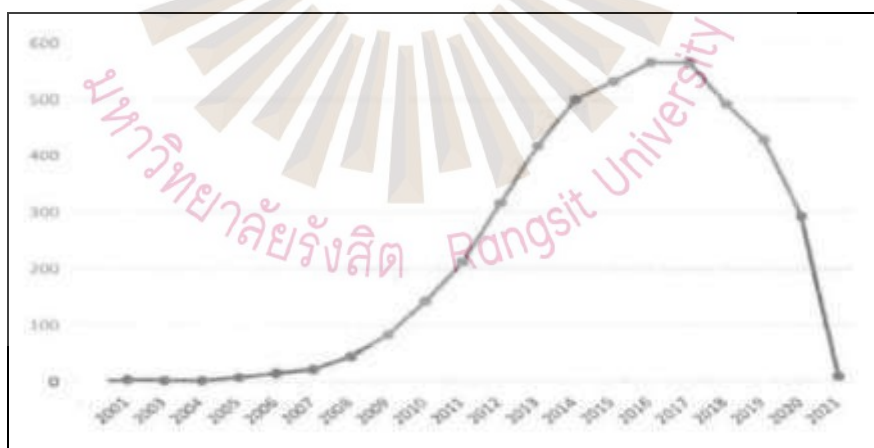


Figure 2.1 Literature Statistics on Interactive Whiteboard Research

Source: China Knowledge Network (CNN), 2021

As can be seen from Figure 1, it had been rising significantly since 2007, and peaked around 2017. The earliest article about Seewo on CNN was from 2017, because Seewo started late, and was officially put into the domestic market application only in 2016. Seewo was China's Guangzhou City, the vision of the Rui electronic technology

company in the field of education of independent products, the company was founded in 2009, was China's domestic interactive intelligent flat panel category first. In 2010, the company began to enter the field of education, the development of regular applications, such as Seewo Application 3, Seewo Easy Classroom, Class Optimization Master, as well as a number of auxiliary applications such as Seewo Editor, etc., after 2016 to the rapid development in recent years, had been fully promoted. From 2000 to 2021, there were a total of 874 articles for Seewo, 47 articles for “Seewo Teaching” and 110 articles for “Seewo Application” on CNKI. Combined with the search of “English speaking skill”, there were only 4 articles.

Table 2.2 Current Status of Research in China

NO.	Name	Year	Main research areas
1.	Wang	2018	In “A Case Study of Classroom Teaching with Interactive Whiteboards in Elementary School English”, we introduce the functions of interactive whiteboards for teaching English speaking skills, and investigate the current situation of frontline teachers' application of interactive whiteboards. The cases of frontline teachers using interactive whiteboards to assist primary English classroom teaching were collected and analyzed, and then the countermeasures for using interactive whiteboards were proposed according to the characteristics of the classroom.
2.	Yu	2019	In “Research on English Speaking Teaching Strategies Based on Intelligent Teaching All-in-One Machine”, the types of teaching contents and strategies were divided in detail, such as lesson planning strategies, introduction strategies, teaching strategies, student activity strategies, testing strategies, etc. The research on English teaching methods in primary schools was systematically designed and analyzed. A systematic design and analysis of the research on English teaching methods in elementary school was carried out. Then, we selected one class to practice comparative teaching (one class applied the Intelligent Teaching All-in-One Machine and the other class was taught traditionally), and investigated and analyzed the two parallel classes respectively.

Table 2.2 Current Status of Research in China (Cont.)

NO.	Name	Year	Main research areas
			After analysis, it was concluded that the environment in which students apply the intelligent teaching all-in-one computer can make students better understand and apply the knowledge points to solve problems; improve students' mastery of knowledge points; and inject new vitality into the classroom.
3.	Yang	2020	In “Research on the Application of Seewo All-in-One Computer in English Speaking Skills in Primary Schools”, the researcher analyzes how to use Seewo All-in-One Computer to assist primary school students in English classes, taking into account the current situation of the research and the functions and advantages of Seewo.

Source: Researcher

In this era of information globalization, education informatization was developing rapidly, and the whole society was highly concerned about its reform and leading role in education and teaching.

Table 2.3 Current Status of Research on Abroad

NO.	Country	Year	Main Research Areas
1.	United States	1996	In the United States, the first country in the world to realize education informatization, the application of information technology in education and teaching had been emphasized by the government since the 1990s. From some American classroom teaching examples, it was found that their teaching informatization environment was powerful, every student in the classroom had a tablet computer and open networking function, students were able to use information technology in the classroom, classroom to learn, collect information, exchange problems and solve problems, it can be seen that the information technology had been fully integrated into the students' learning. This state of affairs was attributed to the “Education Technology Initiative”

Table 2.3 Current Status of Research on Abroad (Cont.)

NO.	Country	Year	Main Research Areas
			<p>proposed by U.S. President Bill Clinton in 1996. Since then, the information superhighway had been a feature of every classroom in the United States, and every student had been able to imbibe information technology education. In 2000, the Guidelines and Standards for Mathematics in Schools emphasized the importance of information technology in the teaching of English. With the development of time, the integration of teaching and information technology had gradually increased, and after 2001, the education system of “e-learning, building a world classroom” had basically been formed. Under this system, it not only facilitates teachers' teaching and saves their time and energy in teaching, but also enriches students' learning, which becomes more interesting, more visual and broader.</p>
2.	United Kingdom		<p>The United Kingdom was the first country to put forward the idea of “integrating information technology with academic subjects”, and their development of education informatization was also at a leading level in the world. Their development of education informatization was mainly reflected in the following aspects: firstly, attaching importance to the construction of resources, providing teachers and students with abundant information on the Internet; secondly, vigorously developing distance education, so that teachers and students and students can communicate and share their learning on the Internet; and thirdly, changing the mode of teaching and management. 1998 was known as the “Year of the Net” in the United Kingdom, and since then, more attention had been paid to the application of information technology in education and teaching, and a large number of interactive e-books have been introduced. “Since then, more importance had been attached to the application of information technology in</p>

Table 2.3 Current Status of Research on Abroad (Cont.)

NO.	Country	Year	Main research areas
			education and teaching, and a large number of interactive whiteboards have been introduced. By 2007, the number of elementary school campuses with interactive whiteboards had reached 100%, and in the course of using these interactive whiteboards, more attention had been paid to the cultivation of students' abilities.
3.	Australia	2002	Australia attaches great importance to the use and effectiveness of information technology in education, and the "Education Goals" set out in the Adelaide Declaration state that every student should leave school confident and creative. There were three main stages in their integration; first, the implementation of information technology in distance education; second, the decline in distance learning research and the increase in other technologies; and third, the rapid development of online learning. They pay special attention to the development of information literacy for teachers, as well as to research on the effects of information technology after its use.

Source: Researcher

It can be seen that although the content and ways of integrating IT in education and teaching were not quite the same in each country, each country realizes the importance of integrating IT with mathematics teaching and strongly advocates putting the integration into practice.

2.6 Satisfaction in Learning English Speaking Skill

2.6.1 Enjoyable and Engaging Learning Experiences

In primary school, students were more likely to feel satisfied with their English learning if the process was enjoyable and engaging. At this age, children often learn best

through activities that make the language fun and exciting. Games, songs, storytelling, and role-playing were effective ways to introduce English speaking skills, as they create a lively and interactive environment. When students have fun while learning, they were more likely to stay interested and motivated, which leads to a greater sense of satisfaction.

Young learners enjoy hands-on activities that allow them to practice speaking in a playful manner, such as pretending to order food in a restaurant or acting out a story in English. These activities allow students to use the language in a way that feels natural and enjoyable. The focus on fun reduces anxiety or fear of making mistakes, which can be a barrier to language learning, especially when speaking. As students become more comfortable and enjoy the learning process, they begin to see language learning as a positive experience rather than a difficult task.

2.6.2 Social Interactions and Communication Success

Primary school students find great satisfaction in learning English speaking skills when they were able to successfully communicate with their classmates, teachers, or even native speakers. At this stage, the social aspect of language learning was crucial, as children were naturally inclined to communicate and form connections with others. English Speaking allows them to participate in group activities, express their thoughts, and engage in conversations, which boosts their confidence.

For many primary school students, satisfaction comes from the simple joy of being understood when English Speaking. When they successfully greet a friend in English, introduce themselves, or share an idea during class, it reinforces their belief that they were capable of using the language. Group activities like dialogues, pair work, or small group discussions provide opportunities for students to practice their speaking skills in a supportive environment. The sense of achievement they feel when they manage to communicate clearly in English was a key motivator, making the learning experience more rewarding.

Moreover, the opportunity to use English to make new friends, especially in multicultural settings, can be incredibly fulfilling for young learners. These real-life applications of speaking skills help them see the practical benefits of learning English, increasing their enthusiasm and overall satisfaction.

2.6.3 Positive Reinforcement and Encouragement

Positive reinforcement was essential for primary school students as they learn to speak English. At this age, children were highly responsive to praise and encouragement, which helps build their confidence and keeps them motivated. When teachers and peers acknowledge a student's efforts, no matter how small, it fosters a sense of achievement and pride. For example, when a teacher praises a student for pronouncing a new word correctly or for speaking in a full sentence, the student feels validated and motivated to continue learning.

In addition to verbal praise, rewards such as stickers, certificates, or classroom recognition can serve as powerful incentives for young learners. These forms of positive reinforcement encourage students to take risks, participate in speaking activities, and make mistakes without fear of judgment. As students receive regular feedback and encouragement, they become more comfortable with English Speaking and develop a positive attitude toward language learning.

Furthermore, a supportive classroom environment where students help each other and share their progress fosters a sense of community and belonging. When students see their classmates trying their best and being praised for their efforts, it encourages them to do the same. This collective support and shared celebration of progress contribute to higher levels of satisfaction with the learning process.

2.7 Related Theories

2.7.1 Constructivist Learning Theory

Constructivist learning theory believes that it was in a certain context, the learner with the help of teachers or classmates and so on in the learning process, using certain learning resources, through the way of meaning construction and acquisition of knowledge. It emphasizes that students should actively construct knowledge in the process of learning rather than passively accept it. To do this, the guiding role of the teacher was particularly important. In the process of education and teaching, teachers should design teaching according to students' existing experience, and according to the four main points of “context”, “collaboration”, “conversation” and “meaning construction”. Teachers should design teaching based on the four main points of “context”, “collaboration”, “conversation” and “construction of meaning”, create a teaching environment, and actively guide students to form new knowledge experiences. Constructivism advocates a learning model in which learners learn independently and consciously, and teachers only guide them (Akdemir, 2018).

With rich teaching materials and resources, Seewo Application can satisfy teachers' diversified teaching design. By creating and presenting rich and interesting teaching situations and carrying out different forms of learning activities, it can achieve situational teaching, interactive teaching, cooperative learning and inquiry learning in the classroom, thus realizing learners' active construction and effective teaching.

2.7.2 Behaviorist Learning Theory

In behaviorist learning theory, the basic unit of behavior was “stimulus-response”, learning was to strengthen the link between “stimulus-response”, and teaching should focus on reinforcement. According to its principles, in actual teaching, teachers should provide targeted stimuli in order to elicit specific responses from students, and the stronger the stimulus, the stronger the student's response.

According to Skinner, the outcome of a student's behavior would have an effect on his or her behavior, that is, if there was a reinforcing consequence following the behavior, it was possible for the student to make a behavioral response that meets the need; if a behavior was not reinforced accordingly, it would disappear. From this we can conclude that in order to influence students to be good learners and autonomous they must be reinforced accordingly (Altun, 2015). We all know that primary school students have the characteristics of being active, curious and aggressive. The interactive function on the stage, photo upload function and classroom activities provided in Seewo Application can effectively stimulate students' interest in learning and stimulate students' participation in learning and exploration, and the powerful disciplinary tools can assist students' exploration activities, and the combination of numbers and shapes can help students' comprehension of abstract knowledge, so as to achieve the goal of stimulating students' performance and desire to learn, thus forming good learning behavior.

2.7.3 Multiple Intelligences Theory (MI Theory)

Gardner (1983), an American psychologist, proposed the theory of multiple intelligences. Previously, schools basically only emphasized the development of students in logic mainly in reading and writing, however, Howard Gardner believed that human intelligence was much more than that, he believed that there were eight kinds of intelligence in human beings, which are:

Table 2.4 Multiple Intelligences Theory

NO.	Intelligence in Human Beings	Ability in Human Beings
1.	Physical-motor intelligence	The ability of a person to regulate his or her own movement and change objects.
2.	Logical and Mathematical Intelligence	The ability to use numbers and reason effectively.
3.	Spatial Intelligence	Spatial intelligence in the figurative sense and spatial intelligence in the abstract sense.
4.	Linguistic Intelligence	The ability to use spoken and written language effectively.

Table 2.4 Multiple Intelligences Theory (Cont.)

NO.	Intelligence in Human Beings	Ability in Human Beings
5.	Musical Intelligence	The ability to perceive pitch, melody, rhythm and timbre etc. with sensitivity.
6.	Interpersonal Intelligence	The ability to understand and interact with others and their relationships.
7.	Recognizing Self-Intelligence	The ability to discipline and reflect on one's own behavior and to have a plan.
8.	Exploring Nature Intelligence	The ability to recognize plants, animals and other natural environments.

In teaching, teachers should choose the most suitable teaching method for each student according to his or her intellectual strengths and weaknesses, that is, to “teach according to the student's ability”. This requires us teachers to prepare for and attend classes not only to fulfill the requirements of the syllabus, but also to pay more attention to the experience and ability of students, to be student-oriented, and to try to explore the potential of students and promote their all-round development (Hew & Brush, 2007).

Instead, they should pay more attention to students' experiences and abilities, be student-oriented, try to realize students' various potentials, and promote students' all-round development. In actual education and teaching, we should adopt various ways and means to present teaching content, design and enrich effective teaching activities, and strive to develop students' various intelligences. When designing teaching with the application of Seewo Application, combining with the teaching content and students' characteristics, the application of teaching resources such as voice and video can help develop students' musical intelligence; the use of geometric tools to show the characteristics of geometrical bodies can help cultivate students' spatial intelligence; the use of animation to demonstrate the process of problem solving can help develop students' logical and mathematical intelligence; the cooperative learning in the classroom and the exchange and discussion in the classroom can help develop students' linguistic intelligence and interpersonal

intelligence. The use of animation to demonstrate the process of solving problems helps develop students' logical and mathematical intelligence (Kaltenboeck, 2012). Emphasize the development of students' introspective intelligence in the last part of classroom teaching, i.e. the review and reflection part, with the help of microteaching and thinking guide map. In the long run, students' various intelligences would be effectively developed, and the learning effect would also be improved.

2.8 Related Research and Studies

Glover and Miller (2001) "Running with technology: The pedagogic impact of the large-scale introduction of interactive whiteboards in one secondary school" This study explores how the introduction of interactive whiteboards in classrooms impacts teaching practices, including language teaching, with a focus on student engagement and interactive learning methods.

Smith et al. (2005) "Interactive whiteboards: Boon or bandwagon? A critical review of the literature" A comprehensive review of studies on interactive whiteboards in education, this paper analyzes the impact of this technology on various subjects, including language learning, with a focus on how whiteboards facilitate active participation and oral communication.

Hall and Higgins (2005) "Primary school students' perceptions of interactive whiteboards" This study investigates how students perceive the use of interactive whiteboards in the classroom, including their impact on language skills such as speaking. It examines how the visual and auditory features of whiteboards support language learning and boost student confidence in English Speaking.

Matthews-Aydinli and Van Horne (2006) "Technology and teaching speaking skills" This paper addresses the broader role of technology in language learning, with a focus on teaching speaking skills. It discusses how interactive whiteboards, as part of a broader technological integration, enhance oral language teaching and provide opportunities for interactive speaking practice.

Cutrim (2006) "Investigating the use of interactive whiteboard technology in the English language classroom through the lens of a critical theory of technology" This research examines the pedagogical implications of using interactive whiteboards in English language classrooms, focusing on how technology can enhance student-teacher interaction and improve language acquisition, particularly in speaking.

Wang and Woo (2007) "Systematic planning for ICT integration in topic learning" This paper by Wang discusses the systematic integration of information and communication technology (ICT), including interactive whiteboards, in Chinese classrooms. It highlights how interactive whiteboards enhance students' speaking skills by promoting a more engaging and interactive learning environment.

Kennewell, Tanner, Jones, and Beauchamp (2008) "Analyzing the use of interactive technology to implement interactive teaching" This paper focuses on the role of interactive whiteboards in promoting a more interactive and student-centered approach to teaching English speaking skills. It discusses how interactive technology enhances the quality of teacher-student dialogue and oral communication practice.

Linder and Harris (2010) "Interactive whiteboards in teaching and learning: A case study of one primary school in South Africa" This case study investigates how interactive whiteboards were used in a primary school context, with an emphasis on teaching English speaking skills. The study highlights the benefits of visual and interactive aids in supporting oral language development.

Tataroglu and Erduran (2010) "The effects of interactive whiteboards on the achievement and attitudes of Turkish high school students toward mathematics and their attitudes toward technology" While this study primarily focuses on mathematics, it offers valuable insights into how interactive whiteboards affect students' attitudes toward learning in general. It includes discussions on how the technology can be applied to language learning, particularly speaking skills, to improve student interaction and engagement.

Wu (2011) "Research on English Speaking Teaching Based on Interactive Whiteboards" This study explores the application of interactive whiteboards in English speaking classes in China. It analyzes the effectiveness of this technology in improving students' oral language abilities, focusing on interaction and real-time feedback in speaking exercises.

Türel and Johnson (2012) "Teachers' beliefs and use of interactive whiteboards for teaching and learning" This research examines teachers' beliefs about the effectiveness of interactive whiteboards in improving language skills, particularly speaking. The paper explores how teachers use the technology to facilitate interactive, communicative language lessons.

Zhou (2012) "A Study on the Application of Interactive Whiteboards in High School English Teaching " Zhou's research focuses on the integration of interactive whiteboards in high school English teaching in China, with a specific emphasis on improving speaking skills. The study showed that using whiteboards significantly improves students' engagement and confidence in English Speaking.

Hennessy and London (2013) "Learning from international experiences with interactive whiteboards: The role of professional development in integrating technology" This research emphasizes the need for professional development when using interactive whiteboards to teach English speaking skills. It discusses how properly trained teachers can leverage whiteboard technology to improve students' oral communication.

Guo and Xu (2013) "Application and Implications of Interactive Whiteboards in English Teaching " This paper explores how interactive whiteboards were applied in English language classrooms in China, with a particular focus on oral language skills. It discusses how the combination of visuals, audio, and interactive elements enhances students' speaking proficiency and provides new opportunities for communicative language teaching.

Li (2015) "The Application of Interactive Whiteboards in Junior High School English Speaking Classes" This research focuses on the use of interactive whiteboards in teaching English speaking skills in junior high schools in China. It highlights how the interactive features of whiteboards improve students' motivation to participate in speaking activities and provide teachers with tools to facilitate more effective oral language teaching.

Research on interactive application in English speaking classrooms consistently showed that they enhance speaking skills through improved engagement, interaction, and student confidence. Studies highlight that support a dynamic and interactive learning environment, allowing for real-time feedback and visually engaging activities that make speaking practice more accessible and enjoyable. They promote a student-centered approach, fostering active participation and facilitating meaningful teacher-student dialogue that aids language acquisition. However, the importance of teacher training was emphasized, as effective use of interactive application requires skills in creating interactive, communicative language lessons. Overall, interactive application significantly improve students' oral proficiency and motivation, making them a valuable tool in English speaking skill development.

CHAPTER 3

RESEARCH METHODOLOGY

The purposes of this study were to compare the level of English speaking skill before and after the use of the Communicative Teaching Method in English education and to examine the students' satisfaction with the use of Seewo application. In this chapter, the researcher would introduce the methodology of this study. The researcher outlined the study's methods in this chapter. It comprised the sample group, the study design, the validity and reliability of the research instrument, the data analysis, and the research instrument used to gather the data.

3.1 Research Design

The study period total 4 weeks, with 4 sessions of 45 minutes each per week. communicative training was divided into 5 dimensions, with the first week was basic training, which were pronunciation and vocabulary usage training; the second week was to improve fluency, the third week was to check how well students understand sentence structure; and the fourth week was a summary of communication skill.

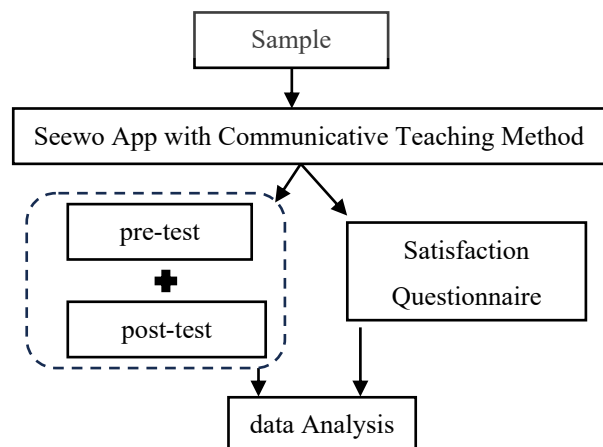


Figure 3.1 Research design of the study

3.2 Population and Sample

3.2.1 Population

Population: NO.1 Primary School consisted of 6 grades with 37 classes; grade 6 consists of 6 classes. Grade 6 totally includes 256 students. The research method was divided into student questionnaires and pre-test and post-test.

3.2.2 Sample group

Sample: The researcher applied clustered random sampling to select a class of 50 grade 6 students from NO.1 Primary School. They were of the mixed gender, and students' English level was generally expected to reach certain competencies in English Speaking, particularly in the school where English was a primary or secondary language of instruction.

Table 3.1 Basic Information

Gender	Sample Number	Percent
Male	28	56%
Female	22	44%
Totally	50	100%

3.3 Research Instruments

3.3.1 Seewo All-in-One PC

Ordinary electronic PC was composed of three parts: touch screen, projector and computer, which were used to operate and control the electronic screen. And Seewo All-in-One was its upgraded version, which was a new generation of LCD screen whiteboard that integrates blackboard, TV, computer, electronic whiteboard, projection and sound into one. Seewo all-in-one machine contains PC (computer). Android, TV three systems, three systems in the teaching process, the teacher can

switch according to the teaching needs of ordinary whiteboards have annotations, writing, interactive features in Seewo all-in-one machine have, in addition to Seewo all-in-one machine had increased some commonly used teaching functions, these features make the whiteboard in the teaching process more convenient, easier to operate, the teaching of the role of the auxiliary increased by many. The following was a brief analysis of Seewo all-in-one device operation and each function.

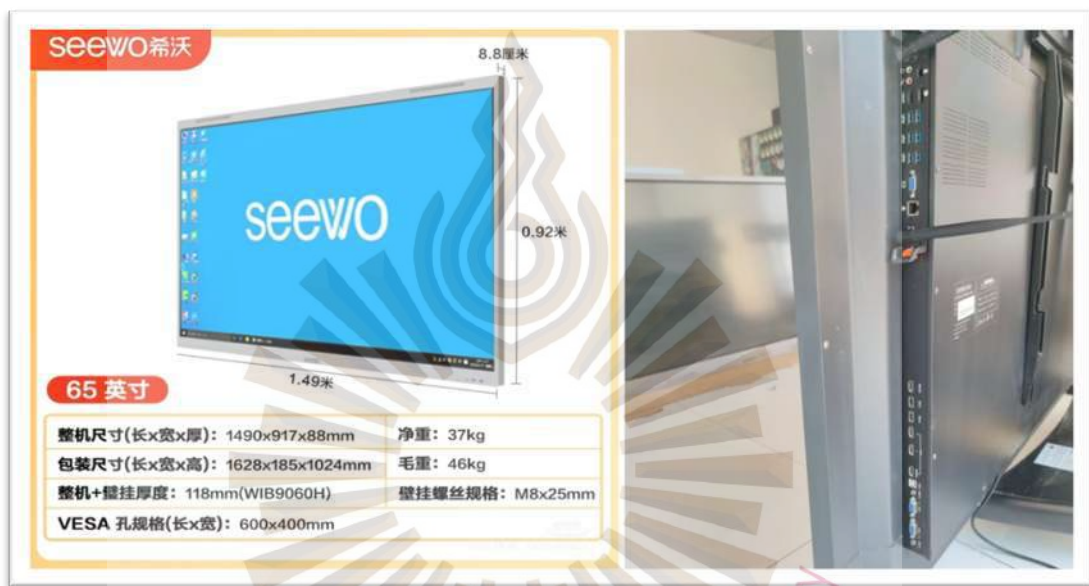


Figure 3.2 Seewo All-in-One Appearance and Function Buttons

Source: Researcher

Table 3.2 Seewo All-in-One Mainly Functions Introduction (Sources from Seewo Menu)

NO.	Button Name	Function Introduction
1	On/Off button	When the device was normally powered on, press this button once to turn on the device, after using the device, long press the “on button” screen would pop up a prompt dialog box, click “Confirm” after the all-in-one machine shut down. When the teacher does not need the electronic screen in the classroom temporarily, just lightly press the “on/off button” and the device would enter the energy-saving mode, and when the teacher needs it again, gently touch the electronic screen and the device would return to the power-on state,

Table 3.2 Seewo All-in-One Mainly Functions Introduction (Sources from Seewo Menu)
(Cont.)

NO.	Button Name	Function Introduction
		which was relatively convenient to operate.
2	Setup button (menu button)	Press this button to enter the touch screen menu, you can switch channels, brightness adjustment, resolution and volume and other parameters of the settings.
3	USB interface	Seewo all-in-one computer was the computer built into the electronic screen, so the computer had the function of it have, according to the different systems use the USB interface was different, Seewo all-in-one computer USB interface was divided into Android system USB interface and computer USB interface.
4	Main interface button	When using other application or courseware need to return to the main interface of the computer, just press this button once to return to the main interface of the system.
5	Return button	Press this button to return to the previous interface of the current program.
6	Mouse	Seewo all-in-one computer was a computer built into the electronic screen, all-in-one computer was touch-screen, the teacher can use an opaque object to replace the mouse, can also be operated with a finger or a stylus, most of the teachers in the course of the lesson was to use the finger to operate. Teacher if you need to select a file, you can directly use the finger gently click on the file can be selected, and our left mouse button function, the selected file can be dragged to any position, and the need to open the click twice on it. To realize the right-click function only need to long press in the object, to the appearance of a circle when you release the finger can realize the right-click function.

Table 3.2 Seewo All-in-One Mainly Functions Introduction (Sources from Seewo Menu)

NO.	Button Name	Function Introduction
7	Keyboard	Seewo all-in-one machine in need of a keyboard, there were two forms to call out the touch keyboard, the first way, there was a black border on the edge of the device, drag it out on the line; the second way in the part to be annotated by clicking on the appearance of a small black square, click on the small black square can be called out the touch keyboard, did not need to be closed directly. Seewo all-in-one touch keyboard and our external keyboard most of the same operation, only the switching of the input method was slightly different, switching the input method when clicking on the Ctrl key and then click on the shift key and then click on the Ctrl key to complete the switching of the input method.

Source: Researcher

3.3.2 Seewo Application

The all-in-one computer comes with the application, and teachers can also install the application on their own computers to prepare lessons. The application was divided into a lecture interface and a lesson preparation interface. Open the application and enter the lesson preparation interface directly, or log in to your account, and you can call up your previous lessons and other resources at any time after logging in. Teachers click on Seewo to enter the default preparation interface in the preparation interface to provide teachers with a lot of preparation functions and preparation resources, the following on Seewo preparation interface to did a brief introduction to some of the functions.

Application had two parts, computer receiver and smart phone application, so you need to download in the installation of smart phones and computers respectively, this software can be compatible with Apple's smart phone IOS system and domestic smart phone Android system and windows system, so in the installation of direct

Baidu search for Seewo Application to download the computer and Android version, respectively, in the whiteboard and the mobile phone to install Seewo Application. Installing Application on smart phone.

When you use it, open the Application icon on your computer, you would see the interface as shown in the figure, and then use Seewo Application on your cell phone to swipe, so that you can connect your cell phone and the whiteboard together. After connecting, the interface would appear, here it should be noted that the cell phone and the whiteboard must be in the same network environment (i.e. connected to the same WiFi) to be able to use. Here there would be a mobile booth, screen synchronization, courseware display, file transfer and touch pad and other functions. It was easy to use and makes the teacher's classroom flexible.

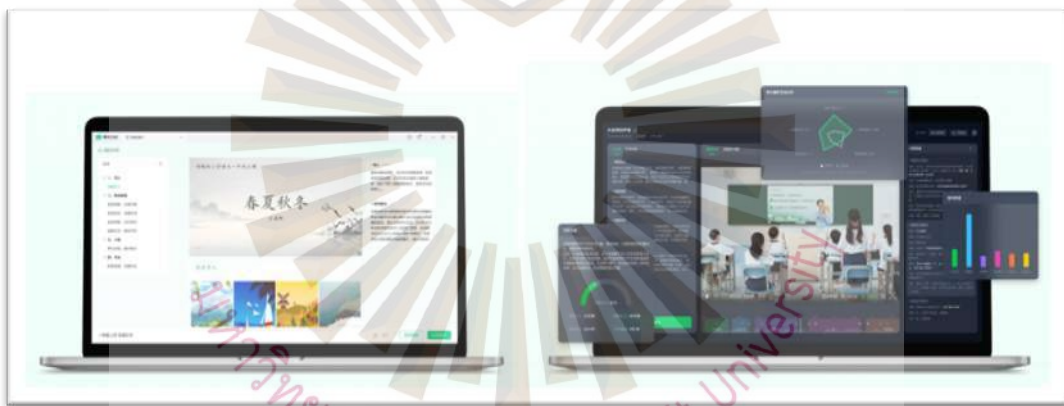


Figure 3.3 Seewo Application Interface Function Introduction

Source: Researcher

3.3.2 Seewo Application Introduction to Use

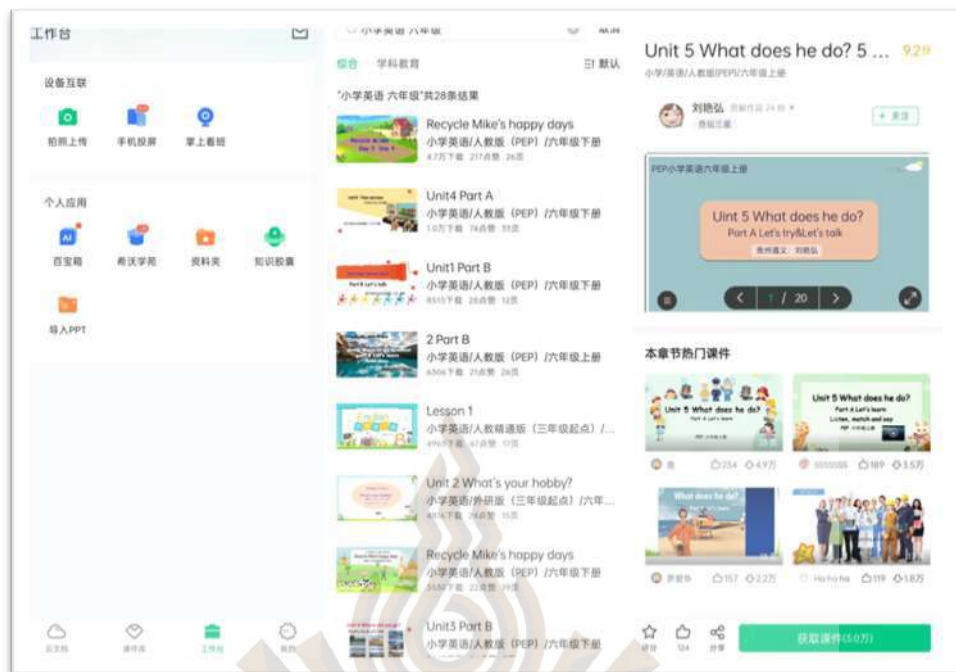


Figure 3.4 Seewo Application Interface Introduction to Use

Source: Researcher

At present, most teachers in the course of the class were used in the PPT courseware, Seewo in the playback of PPT courseware, than simply computer playback was more convenient, simple and easy to operate, and also added some auxiliary functions in the playback of courseware open the same way as our computer, double-click or use the right-click function to operate, in the PPT page, did not need the mouse to operate, only need to slide your fingers, or press the page button can be. Or press the page button can be.

Open PPT courseware, the bottom of the toolbar would automatically appear, the teacher in the process of teaching the need to annotate the content can be directly annotated with the pen tool, the pen tool we can choose a different color and thickness according to the needs of the end of the annotation did not need or annotate the error can be erased with the eraser. When playing to a certain piece of courseware when the text was more, the students behind cannot see, you can use the magnifying glass function to zoom in, magnifying glass border can be adjusted according to the needs of

the size, if in the zoom in, next to the content affects the attention of the students, you can click on the border next to the small bulb to turn off the rest of the content.

Teachers in the process of teaching if you need to expand extracurricular knowledge or need to write on the board, we cannot use the traditional blackboard, but with Seewo in the board in the board function, the teacher only need to click on the bottom of the board in the board icon, you can call out the board in the board, the contents of the content they need to write on the board in the board to use the use of the board does not need to touch the pen or chalk writing, the teacher can use their fingers to write directly, a panel to write the end of the board can click on the next page to continue writing You can click on the next page to continue writing, the written content can be called out at any time to use. This was more convenient than our traditional chalk writing blackboard, more space, this function was basically the blackboard and whiteboard completely combined together.

In use to open the video booth and electronic screen in the lower right corner of the menu in Seewo software, you can display the required display screen, the teacher can directly use their fingers to display the screen size adjustment and paper rotation. In the display of the screen below a row of function keys, the teacher can use the function keys on the pen tool to annotate the content of the display, you can choose the thickness and color of the pen when annotating. If you make a mistake, you can erase it with the Erase function, or you can use the Settings function to adjust the brightness of the screen. Seewo had several display modes, so the teacher can adjust the display to any of the Picture Mode, Text Mode, or Motion Mode as needed. Seewo also had a scanning function that allows the teacher to scan the content of the display by clicking on the scanning button at the bottom of the screen, and the camera automatically selects the scanning area and crops it during the scanning process. If there were multiple papers or assignments to be displayed, the teacher can take a picture in advance with the photo function of the video booth, and then click on the playback to play them one by one.

3.4 Research Instruments

3.4.1 Training Method

Table 3.3 Lesson Plan

Topics	Weeks	Lesson plans	Seewo Application	Teaching method
Pronunciation	Week 1	Read aloud a list of 10 words that include common phonetic sounds (e.g., /th/, /sh/, /ch/). Read aloud a new list of 10 words, including more complex phonetic sounds.	Pronunciation tool with interactive sound feedback.	<p>Guided Practice Method</p> <ol style="list-style-type: none"> 1. Introduce Sounds: Start with phonetic breakdowns of challenging sounds, demonstrating mouth positioning. 2. Practice and Feedback: Have learners mimic sounds; the tool provides instant feedback, showing alignment with native pronunciation. 3. Repetition and Reflection: Encourage repeated practice, with learners adjusting based on feedback. 4. Progress Tracking: Show learners their improvement over sessions to motivate continuous refinement.

Table 3.3 Lesson Plan (Cont.)

Topics	Weeks	Lesson plans	Seewo Application	Teaching method
Vocabulary Usage	Week 1	<p>Answer 5 simple questions using basic vocabulary (e.g., "What did you like to eat?").</p> <p>Answer 5 questions using thematic vocabulary learned during the training.</p>	Interactive flashcards and quizzes.	<p>Reinforcement and Retrieval Practice Method</p> <ol style="list-style-type: none"> 1. Introduce Concepts: Begin with interactive flashcards that present key vocabulary or concepts with images and sounds for context. 2. Active Recall Practice: Encourage learners to engage actively by guessing the answer before flipping each card. Immediate feedback reinforces correct responses. 3. Quizzes for Reinforcement: Use quizzes at intervals to test retention, prompting learners to recall and apply knowledge. 4. Spaced Repetition: Schedule flashcards to reappear based on performance, helping learners remember over time.

Table 3.3 Lesson Plan (Cont.)

Topics	Weeks	Lesson plans	Seewo Application	Teaching method
Fluency	Week 2	Describe a picture with 3-5 sentences. Evaluate based on fluidity and hesitation. Describe a picture with 5-7 sentences, focusing on fluidity and coherence.	Seewo displays pictures, provides sentence starters, and records responses. Virtual role-play simulations.	Situational Learning and Guided Response Method 1. Contextual Setup: Present real-life scenarios through pictures to set the scene and immerse learners in context. 2. Guided Language Use: Provide sentence starters to scaffold responses, helping learners formulate appropriate phrases or dialogue. 3. Role-Play and Response Recording: Have learners respond to the scenario in real-time, recording their answers to review fluency and appropriateness. 4. Feedback and Reflection: After recording, offer feedback and encourage self-reflection to refine language use and response delivery.

Table 3.3 Lesson Plan (Cont.)

Topics	Weeks	Lesson plans	Seewo Application	Teaching method
Sentence Structure	Week 3	<p>Complete 5 simple sentences (e.g., "I was ___ because ___").</p> <p>Complete 5 complex sentences (e.g., "I would like to ___ because ___").</p>	Seewo presents story prompts and allows recording for playback.	<p>Storytelling and Self-Assessment Method</p> <ol style="list-style-type: none"> 1. Prompt-Based Story Creation: Present engaging story prompts to inspire learners to create narratives, helping them practice language structure and creativity. 2. Guided Recording: Encourage learners to record their stories, focusing on clear articulation, tone, and pacing. 3. Playback for Reflection: Have learners listen to their recordings to identify areas for improvement in fluency and expression. 4. Feedback and Iteration: Provide feedback, and allow learners to re-record, promoting gradual refinement of storytelling skills.

Table 3.3 Lesson Plan (Cont.)

Topics	Weeks	Lesson plans	Seewo Application	Teaching method
Communication Skills	Week 4	<p>Participate in a basic dialogue simulation with a peer or teacher (greetings, introductions, simple questions).</p> <p>Participate in a dialogue simulation with more complex exchanges (e.g., making requests, expressing opinions).</p>	Real-time peer conversations via Seewo, with teacher feedback on responses.	<p>Collaborative Learning and Immediate Feedback Method</p> <ol style="list-style-type: none"> 1. Structured Pair or Group Discussions: Set conversation topics or scenarios, guiding peers to discuss in real-time to practice language and communication skills. 2. Active Monitoring: Observe conversations, noting language use, accuracy, and engagement. 3. Instant Feedback: Interject with feedback on specific responses to clarify, correct, or expand ideas, ensuring learners improve during the activity. 4. Reflection and Adjustment: Encourage students to incorporate feedback immediately, enhancing their understanding and confidence.

Table 3.3 Lesson Plan (Cont.)

Topics	Weeks	Lesson plans	Seewo Application	Teaching method
Grade: 6				
Number of Students:50				
Teaching Materials: With and Without Seewo application				

Source: Researcher

3.4.2 Questionnaire

The researcher designs the Likert Schle questionnaire with the scale including 5 = strongly agree, 4 = agree, 3 = neutral, 2 = disagree, 1 = strongly disagree, respectively.

Table 3.4 Satisfaction Questionnaire

NO.	ITEMS	5	4	3	2	1
Teacher Usage and Competency						
1.	Your teachers were using Seewo in the classroom with great frequency.					
2.	Your teacher know everything about Seewo.					
3.	Your teacher regularly used Seewo's Assisted Instruction feature in his or her classes.					
4.	Your teacher regularly used Seewo's courseware optimization features in their courses.					
5.	Your teacher regularly used Seewo's video teaching feature in his or her classes.					
Student Engagement and Interaction						
6.	You'd had a hands-on experience with Seewo in a classroom setting.					
7.	You liked to get up on stage and work Seewo during class.					
8.	You found Seewo easy to operate and use.					

Table 3.4 Satisfaction Questionnaire (Cont.)

NO.	ITEMS	5	4	3	2	1
9.	You loved it when your teachers used Seewo for their lessons.					
10.	You thought that using Seewo was more likely to make you more interested in the English Speaking Skill.					
11.	You thought using Seewo in English Speaking Skills was more helpful for you to understand the points.					
Perceived Learning Impact and Preference						
12.	When teachers use Seewo to teach, did it make the class more active?					
13.	When teachers use Seewo teaching, did it help you communicate more with your classmates?					
14.	If you found Seewo's learning resources about English speaking skills informative or not?					
15.	Do you prefer Seewo classroom to the traditional classroom?					
16.	Other features of Seewo that your teachers used regularly in their lessons.					
An Open-ended Question Please give additional comments and suggestions						

3.4.3 Rubrics for Speaking Test

When designed a speaking test, it was essential to have clear and comprehensive rubrics that outline the criteria for evaluation. These rubrics served as a guideline for both the assessors and the students, ensuring that the assessment is fair, transparent, and focused on key skills. The following rubrics would help in assessing various aspects of speaking performance, including pronunciation, vocabulary usage, fluency, sentence structure, and communication skills.

Table 3.5 Rubrics for Speaking Test

Dimension	5 - Excellent	4 - Good	3 - Fair	2 - Needs Improvement	1 - Poor
Pronunciation	Clear and natural pronunciation.	Generally clear, few	Understandable, some	Difficult to understand, many	Hard to understand due to
Vocabulary Usage	Wide range of vocabulary used accurately.	Good range, minor errors.	Limited range with some repetition.	Basic vocabulary, frequent errors.	Very limited vocabulary, numerous errors.
Fluency	Speech is smooth and effortless.	Mostly smooth with minor hesitations.	Some hesitation but generally understandable.	Noticeable pauses and hesitation.	Speech is very halting or incomplete.
Sentence Structure	Accurate use of complex grammar.	Mostly accurate, minor errors.	Simple structures used correctly.	Frequent errors, even with simple structures.	Severe grammar issues, impedes understanding.
Communication Skills	Thorough and relevant to task.	Relevant, with some elaboration.	Basic response, lacks elaboration.	Limited response, minimal content.	Very little content or off-topic.

Source: China Knowledge Network (CNN), 2023

3.5 Validity, Reliability, Approval & Ethical Consideration

3.5.1 Validity

Validity was the extent to which the instrument accurately measures the properties of a concept (LoBiondo & Haber, 2015). Consequently, the content validity would be used in this study. A successful data collection survey was more than just a set of well-designed questions that were recorded and applied to a sample population. A good survey generates button information and provides an important window into the heart of the topic of interest, and validity and reliability were fundamental measures of the quality of the survey (Fink & Litwin, 1995). Thus, the content validity would be performed by inviting 3 experts. IOC (Item Objective Congruence) would be used to assess the correspondence of projects to objectives based on scores +1, 0, and -1.

+1: The item meets the objectives or ensures that the following measures meet the stated objectives.

0: It was not certain or obvious whether the measure meets the objective.

-1: The items did not meet the objectives or ensure that the measures did not meet the designated objectives.

The following formula would be used to calculate the IOC for this study.

1) If the IOC rating range was 0.67-1.00, it means that the test item was congruent and could be retained.

2) If the IOC rating range was less than 0.67, it means that the test item was not incongruent and needs to be removed or adjusted.

After being validated, all instruments were valid with the scores of ≥ 0.67 .

3.5.2 Reliability

After the validity of the content was confirmed by experts, the interview questions were sent out for pilot testing to ensure reliability. Pilot test to ensure reliability. The sample for the pilot test was taken from the NO.1 Primary School 30 participants were pilot tested. The collected responses and Cronbach's alpha (α) were used to test its reliability. The reliability coefficients of the interview questions were tested.

Table 3.5 below showed the Cronbach's alpha scores based on the pilot test to confirm the reliability of the interview questions.

Table 3.6 Rating Scale

Alpha Coefficient Range	Internal Consistency
≥ 0.90	Excellent
≥ 0.80	Good
≥ 0.70	Acceptable
≥ 0.60	Questionable
≥ 0.50	Poor
< 0.50	Unacceptable

Source: George & Mallery, 2003

As a result, all items of the questionnaires were reliable with the scores of 0.70 and higher.

3.5.3 Approval and Ethical Consideration

To conduct the research in the school, the researcher obtained an approval letter from the Changsha Yuelu District No.1 primary School (see Appendix A). Because the participants in this study were between the ages of 10 and 12, the researcher also sought approval from the school's responsible department and both parents as well.

Participants were also informed of the study objectives before the strategy was implemented. Additionally, study participants signed consent documents to protect their legal and moral rights. As the study participants were under 18, their parents countersigned the consent forms.

3.6 Data Analysis

The researcher utilized quantitative data derived from pre-test and post-test scores, as well as the results of the questionnaire to assess student performance in the area of English speaking skills before and after training using Seewo with a Communicative Teaching Method. The computer program was utilized to analyze the data and assess the improvement in the students' English Speaking performance.

Essentially, the researcher used the quantitative data obtained from the survey to measure student satisfaction in using Seewo with a Communicative Teaching Method in English Speaking Skill students.

3.6.1 Quantitative Data Analysis

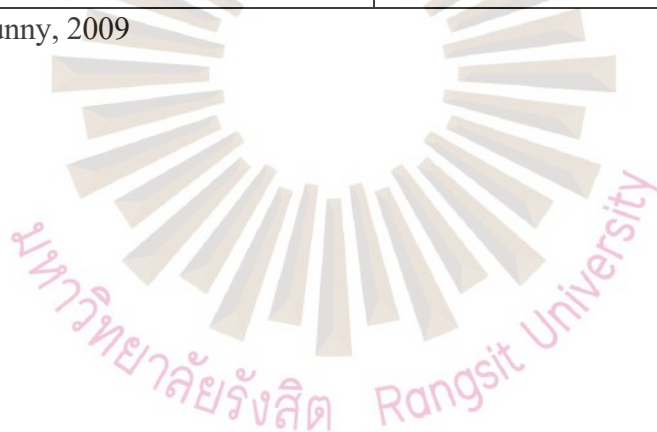
Quantitative data were collected through the scores on pre-test and post-test. Mean and standard deviation were used to analyze the results. The response from the questionnaire was analyzed using mean and standard deviation.

These methods were used in this research to investigate the performance of grade 6 students in 5 areas such as Pronunciation, Vocabulary Usage, Speaking Fluency, Sentence Structure and Communication Skills, after training using Seewo with a Communicative Teaching Method in English Speaking Skill and to assess their satisfaction in it. The results of the questionnaire (means) would be interpreted according to the following ranges.

Table 3.7 The Range of Mean Score Interpretation

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

Source: Moidunny, 2009



CHAPTER 4

RESULTS AND DATA ANALYSIS

This chapter design was used to examine how Chinese students' English speaking skill were taught through the use of the Seewo application for sixth-grade students in China, as well as how satisfied students were with the communicative teaching approach in English speaking instruction. Pre-test, post-test, and questionnaire results were gathered. The data findings in this chapter were presented in the following order.

4.1 Pre-Test and Post-Test Data Analysis

4.2 Questionnaire Analysis

4.1 Analysis of English Speaking Skill Pre-test and Post-test Scores

This section presents the findings of the first research question, which investigated Was there an improvement in English speaking skill of grade 6 Chinese students after using Seewo and Communicative Teaching Method in Hunan province in China? The study administered the speaking skill test twice: once at the beginning of the study as a pre-test and again at the end as a post-test. The paired sample t-test was employed to compare the pre-test and post-test results of the sample group.

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

Table 4.1 offers a comprehensive overview of the pre-test and post-test scores for the sample group. The highest pre-test score recorded was 27 out of 30, while the lowest was 18.8. In contrast, post-test scores showed a marked improvement. Overall, all 50 students displayed either significant or slight improvement on the post-test, with score differences ranging from 0 to 2.6 points. The detailed data presented in Table 4.1

includes the scores, score increases, and percentage differences between the pre-test and post-test for each participant.

Table 4.1 Pre-Test and Post-Test Scores

Student ID	Pre-test Scores (Full Score=30)	Post-test Scores (Full Score=30)	Score Difference	% of Score Difference
1	19.7	22.3	2.6	8.67%
2	21.2	23.3	2.1	7.00%
3	22.5	24.8	2.3	7.67%
4	23.3	24.4	1.1	3.67%
5	25.8	26.7	0.9	3.00%
6	24.7	25.2	0.5	1.67%
7	24.5	25.5	1.0	3.33%
8	22.0	24.0	2.0	6.67%
9	22.4	22.2	-0.2	0.67%
10	20.3	21.3	1.0	3.33%
11	20.1	21.7	1.6	5.33%
12	21.5	22.3	0.8	2.67%
13	18.8	20.0	1.2	4.00%
14	19.5	20.0	0.5	1.67%
15	23.0	23.6	0.6	2.00%
16	20.0	21.0	1.0	3.33%
17	19.8	21.7	1.9	6.33%
18	21.0	21.2	0.2	0.67%
19	23.3	24.0	0.7	2.33%
20	23.1	24.0	0.9	3.00%
21	24.0	24.4	0.4	1.33%
22	25.7	26.5	0.8	2.67%
23	20.6	21.7	1.1	3.67%
24	25.5	25.6	0.1	0.33%
25	27.0	27.3	0.3	1.00%

Table 4.1 Pre-Test and Post-Test Scores (Cont.)

Student ID	Pre-test Scores (Full Score=30)	Post-test Scores (Full Score=30)	Score Difference	% of Score Difference
26	22.0	23.6	1.6	5.33%
27	19.4	21.0	1.6	5.33%
28	23.1	23.6	0.5	1.67%
29	22.5	23.4	0.9	3.00%
30	22.0	22.7	0.7	2.33%
31	21.0	22.7	1.7	5.67%
32	23.6	23.6	0.0	0.00%
33	22.0	22.3	0.3	1.00%
34	21.1	21.1	0.0	0.00%
35	21.2	21.8	0.6	2.00%
36	24.1	24.8	0.7	2.33%
37	21.0	22.3	1.3	4.33%
38	20.9	21.5	0.6	2.00%
39	25.8	25.8	0.0	0.00%
40	21.0	22.8	1.8	6.00%
41	21.5	22.2	0.7	2.33%
42	21.6	21.6	0.0	0.00%
43	19.5	20.4	0.9	3.00%
44	21.0	22.5	1.5	5.00%
45	19.9	20.7	0.8	2.67%
46	21.7	22.5	0.8	2.67%
47	22.3	23.3	1.0	3.33%
48	23.7	24.2	0.5	1.67%
49	24.6	25.4	0.8	2.67%
50	24.6	25.4	0.8	2.67%
mean	22.21	23.12	0.91	3.03%

Analyzing the raw scores from the pre-test and post-test revealed that, across all fifty participants, the post-test scores surpassed those of the pre-test. The comparison between the pre-test and post-test scores was conducted as follows:

4.1.2 Pretest and Posttest Comparison

Figure 4.1, presented below, provides a visual representation of the participants' pre-test and post-test scores. In the figure, the blue line corresponds to the pre-test scores, whereas the orange line corresponds to the post-test scores. A clear observation from the figure is that each of the 50 students exhibited an improvement in their post-test scores. This outcome suggested that the development of grade 6 Chinese student' English speaking skill using Seewoo application with a communicative teaching method proved to be effective in improving the students' English speaking skill.



Figure 4.1 Scores of individual student

Additionally, the mean scores for the pre-test and post-test, 22.21 and 23.12 respectively, are depicted in Figure 4.2. The post-test mean score was higher than that of the pre-test. Comparing the blue bar representing the pre-test results to the orange bar representing the post-test scores, there was an increase of 0.91 points. This indicates a significant improvement in English speaking skill. It can be inferred that each individual demonstrated growth in the post-test, resulting in higher total scores.

Thus, all participants showed improvement in the post-test, receiving higher scores, which highlights the effectiveness of applying the Seewoo application with a communicative teaching method to improve students' English speaking skill.

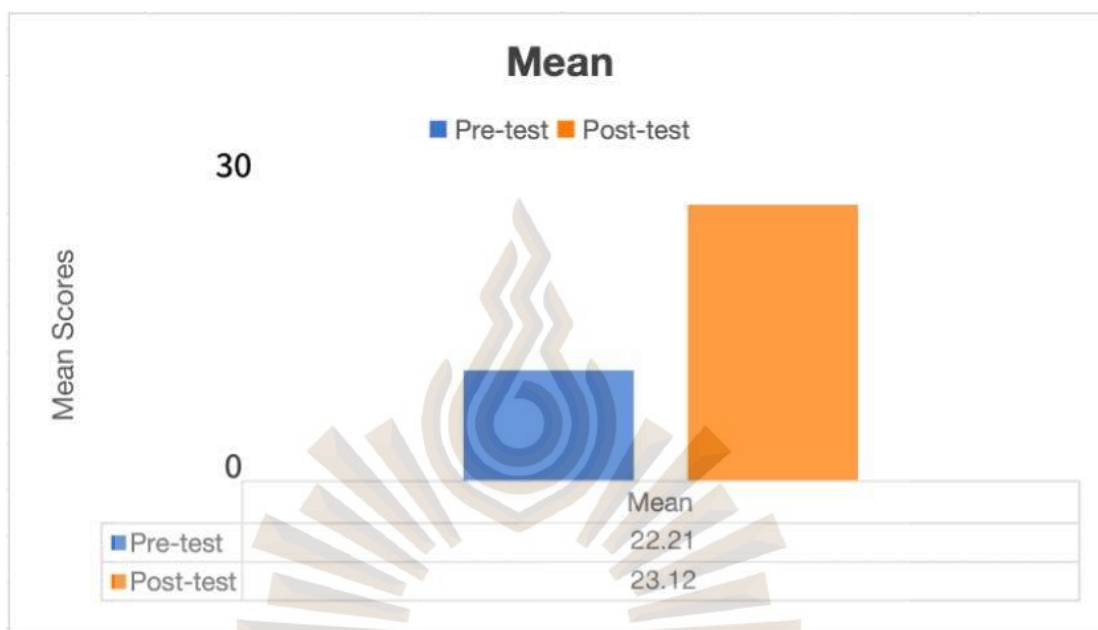


Figure 4.2 Comparison of pre-test and post-test mean of English speaking skill

4.1.3 Analysis of Paired Sample T-test

The paired sample statistics for the pre-test and post-test were presented in Table 4.2. The pre-test resulted in a mean of 22.21 (SD = 1.98) with a sample size of 50, while the post-test resulted in a mean of 23.12 (SD = 1.80). The mean score increased from 22.21 in the pre-test to 23.12 in the post-test after using Seewoo application with a communicative teaching method, indicating a significant improvement in English speaking skill.

Table 4.2 Paired Samples Statistics

Dimension	Pre-test		Post-test		Mean Difference	T	P-value
	\bar{X}	S.D.	\bar{X}	S.D.			
Sample Group	22.21	1.98	23.12	1.80	23.12-22.21 = 0.91	-10.116	0.01
Significance level (p) high significant							

In summary, the analysis across the five key aspects Pronunciation, Vocabulary Usage, Fluency, Sentence Structure, and Communication Skills, the effectiveness of using the Seewo application in developing English speaking skills. The app's interactive tools, such as real-time sound feedback, pronunciation guides, and role-play simulations, significantly improved learners' pronunciation accuracy and ability to articulate challenging sounds. Furthermore, the app's reinforcement methods for vocabulary practice, including interactive flashcards and quizzes, supported learners in expanding their thematic vocabulary, resulting in a measurable improvement in word usage and contextual understanding.

The Seewo application also demonstrated its value in fostering fluency and sentence construction, two critical components of language proficiency. Through features like recording and playback, learners gained opportunities to self-assess and refine their articulation, tone, and grammatical accuracy. These guided exercises, combined with spaced repetition and iterative feedback, enhanced participants' ability to create both simple and complex sentences with greater confidence and syntactic precision. The app's ability to track progress over time motivated learners to persist and refine their skills continually, contributing to notable gains in these areas.

4.2 Questionnaire Analysis

A total of 50 questionnaires were distributed to all the students in the same class of grade 6 in NO.1 Primary School, 50 questionnaires were recovered, and 50 questionnaires were confirmed to be valid, with a validity rate of 100%, and the following were the results of the students' questionnaires, as well as the analysis of the data.

Table 4.3 Test Scores of Mean and Standard Deviation

NO.	ITEMS	\bar{X}	S.D.	Interpretation
Teacher Usage and Competency				
1	Your teachers were using Seewo in the classroom with great frequency.	4.35	0.70	High
2	Your teacher know everything about Seewo.	4.29	0.72	High

Table 4.3 Test Scores of Mean and Standard Deviation (Cont.)

NO.	ITEMS	\bar{X}	S.D.	Interpretation
3	Your teacher regularly used Seewo's Assisted Instruction feature in his or her classes.	4.44	1.17	Highest
4	Your teacher regularly used Seewo's courseware optimization features in their courses.	4.38	0.71	High
5	Your teacher regularly used Seewo's video teaching feature in his or her classes.	4.33	0.88	High
\bar{X}		4.36	0.84	
Student Engagement and Interaction				
6	You'd had a hands-on experience with Seewo in a classroom setting.	4.37	0.69	High
7	You liked to get up on stage and work Seewo during class.	4.23	1.12	Highest
8	You found Seewo easy to operate and use	4.56	0.64	High
9	You loved it when your teachers used Seewo for their lessons	4.52	1.42	Highest
10	You thought that using Seewo was more likely to make you more interested in the English Speaking Skill.	4.57	0.78	High
11	You thought using Seewo in English Speaking Skills was more helpful for you to understand the points	4.42	0.77	Highest
\bar{X}		4.45	0.90	
Perceived Learning Impact and Preference				
12	Teachers had more active classes when they use Seewo to teach.	4.11	0.70	High
13	Teachers were more likely to prompt you to communicate with them when they were using Seewo to teach.	4.26	0.69	High

Table 4.3 Test Scores of Mean and Standard Deviation (Cont.)

NO.	ITEMS	\bar{X}	S.D.	Interpretation
14	You found Seewo's learning resources about English speaking skills informative.	4.22	1.58	Highest
15	You preferred Seewo classroom to the traditional classroom.	4.56	0.68	High
16	Other features of Seewo that your teachers used regularly in their lessons.	4.70	0.87	High
	\bar{X}	4.37	0.90	

As can be seen in Table 4.7, the \bar{X} and S.D. for the first dimension on “Teacher Usage and Competency” were $\bar{X}= 4.36$ and S.D.= 0.84, respectively, with the third question “Your teacher regularly uses Seewo's Assisted Instruction feature in his or her classes.” had the highest score of $\bar{X}= 4.44$ and S.D.= 1.17 respectively. The second dimension on “Student Engagement and Interaction” were $\bar{X}= 4.45$ and S.D.= 0.90, the ninth question “You loved it when your teachers used Seewo for their lessons, don't you?” had the highest score of $\bar{X}= 4.52$ and S.D.= 1.42. The last dimension on “Perceived Learning Impact and Preference” were $\bar{X}= 4.37$ and S.D.= 0.90, the fourteenth question “You found Seewo's learning resources about English speaking skills informative, don't you?” had the highest score of $\bar{X}= 4.22$ and S.D.= 1.58.

4.2.1 Descriptive Basic Information of Sample

The majority of the students were male, with 44.00% female and 56.00% male. The number of female students was 22 while the number of male students was 28. Thus, the majority of the students were male and the number of male students was more than that of female students. However, the difference was not significant.

4.2.2 Analysis of the Answers of Questionnaire Items

Table 4.4 The Answers of Question 1: Your teachers were using Seewo in the classroom with great frequency

	Strongly agree	Agree	Average	Disagree	Strongly disagree
Sample Group	23	19	6	1	1
	46.00%	38.00%	12.00%	2.00%	2.00%

The Table 4.4 illustrated that 46% of students "strongly agree" those teachers frequently used Seewo in the classroom, while 38% "agree," adding up to a significant majority of 84% who view the usage of Seewo as frequent. Additionally, 12% of students selected "average," suggesting a neutral stance regarding the frequency of Seewo's usage. On the other hand, only 2% of students chose "disagree," and another 2% selected "strongly disagree," indicating a very small minority who perceive the frequency of Seewo's usage as insufficient. Overall, the data clearly highlights that the majority of students recognize and acknowledge the frequent use of Seewo in the classroom, with very limited opposition or dissatisfaction.

Table 4.5 The Answers of Question 2: Your teacher knows everything about Seewo

	Strongly agree	Agree	Average	Disagree	Strongly disagree
Sample Group	32	6	6	5	1
	64.00%	12.00%	12.00%	10.00%	2.00%

The Table 4.5 showed that 64% of students "strongly agree" that their teacher knows everything about Seewo, while 12% "agree," adding up to a total of 76% expressing a positive view of the teacher's knowledge. Additionally, 12% of students selected "average," indicating a neutral stance. Meanwhile, 10% of students "disagree," and 2% "strongly disagree," suggesting that 12% of students doubt the teacher's comprehensive knowledge of Seewo. The data demonstrates that a majority of students perceive their teacher as highly knowledgeable about Seewo, with only a small portion expressing skepticism or dissatisfaction. Overall, the responses indicate strong confidence in the teacher's expertise with Seewo.

Table 4.6 The Answers of Question 3: Your teacher regularly used Seewo's Assisted Instruction feature in his or her classes

	Strongly agree	Agree	Average	Disagree	Strongly disagree
Sample Group	31	11	5	2	1
	62.00%	22.00%	10.00%	4.00%	2.00%

The Table 4.6 showed that 62% of students "strongly agree" that their teacher regularly used Seewo's Assisted Instruction feature in classes, while 22% "agree," totaling 84% of students with a positive view of the frequency of use. Additionally, 10% selected "average," suggesting a neutral perception, while 4% "disagree" and 2% "strongly disagree," accounting for 6% who felt the feature was not regularly used. The data highlights that the majority of students acknowledge consistent use of Seewo's Assisted Instruction feature by their teacher, with only a small minority expressing disagreement. Overall, this reflects a general approval of the integration of this feature in classroom teaching.

Table 4.7 The Answers of Question 4: Your teacher regularly used Seewo's courseware optimization features in their courses.

	Strongly agree	Agree	Average	Disagree	Strongly disagree
Sample Group	28	17	3	2	0
	56.00%	34.00%	6.00%	4.00%	0.00%

The Table 4.7 showed that 56% of students "strongly agree" that their teacher regularly used Seewo's courseware optimization features in their courses, while 34% "agree," resulting in a total of 90% expressing a positive perception of its usage. Additionally, 6% selected "average," reflecting a neutral stance, while 4% "disagree," and 0% "strongly disagree." The data indicates that the majority of students believe their teacher regularly used Seewo's courseware optimization features in their courses to be helpful.

Table 4.8 The Answers of Question 5: Your teacher regularly used Seewo's video teaching feature in his or her classes

	Strongly agree	Agree	Average	Disagree	Strongly disagree
Sample Group	36	11	1	1	1
	72.00%	22.00%	2.00%	2.00%	2.00%

Table 4.8 showed that 72% of students "strongly agree" that their teacher regularly used Seewo's video teaching feature in their classes, and 22% "agree," indicating a positive perception among 94% of students. Additionally, 2% selected "average," showing a neutral stance, while 2% "disagree," and another 2% "strongly disagree." These results suggest that most students view the use of Seewo's video teaching feature as beneficial in enhancing their learning experience. Overall, the data reflects a strong positive reception of the video teaching feature, with a significant majority of students acknowledging its regular use and value in their classes.

Table 4.9 The Answers of Question 6: You'd had a hands-on experience with Seewo in a classroom setting

	Strongly agree	Agree	Average	Disagree	Strongly disagree
Sample Group	35	9	3	2	1
	70.00%	18.00%	6.00%	4.00%	2.00%

Table 4.9 showed that 70% of students "strongly agree" that they have had a hands-on experience with Seewo in a classroom setting, while 18% "agree," indicating that 88% of students have had some practical exposure to Seewo in their classes. Additionally, 6% of students selected "average," reflecting a neutral stance, while 4% "disagree," and 2% "strongly disagree." These results suggest that a significant majority of students have had direct experience with Seewo in a classroom environment. In conclusion, the data indicates that most students have actively engaged with Seewo's features in the classroom, with a strong majority reporting hands-on experience.

Table 4.10 The Answers of Question 7: You liked to get up on stage and work Seewo during class

	Strongly agree	Agree	Average	Disagree	Strongly disagree
Sample Group	26	17	3	3	1
	52.00%	34.00%	6.00%	6.00%	2.00%

Table 4.10 showed that 52% of students "strongly agree" that they like getting up on stage and working with Seewo during class, while 34% "agree," indicating a positive response from 86% of the sample group. Additionally, 6% of students selected "average," suggesting a neutral stance, and 6% "disagree," while 2% "strongly disagree." These results indicate that while a majority of students enjoy actively engaging with Seewo in class, there was a small portion who were less enthusiastic about it. Overall, the data reflects a positive attitude towards actively using Seewo during class, with a clear majority of students expressing enjoyment in taking part in hands-on activities with the system.

Table 4.11 The Answers of Question 8: You found Seewo easy to operate and use

	Strongly agree	Agree	Average	Disagree	Strongly disagree
Sample Group	28	14	3	4	1
	56.00%	28.00%	6.00%	8.00%	2.00%

Table 4.11 showed that 56% of students "strongly agree" that they find Seewo easy to operate and use, while 28% "agree," indicating that 84% of students have a positive perception of Seewo's ease of use. Additionally, 6% of students selected "average," suggesting a neutral opinion, 8% "disagree," and 2% "strongly disagree." These results suggest that while the majority of students find Seewo easy to use, a small percentage of students have difficulty or prefer other systems. Overall, the data indicates that Seewo was generally seen as user-friendly, with the majority of students finding it easy to operate, though there was a small group with less favorable opinions.

Table 4.12 The Answers of Question 9: You loved it when your teachers used Seewo for their lessons

	Strongly agree	Agree	Average	Disagree	Strongly disagree
Sample Group	31	11	4	3	1
	62.00%	22.00%	8.00%	6.00%	2.00%

Table 4.2 showed that 62% of students "strongly agree" that they loved it when their teachers used Seewo for their lessons, while 22% "agree," indicating that 84% of students have a positive response to the use of Seewo in teaching. Additionally, 8% selected "average," suggesting a neutral stance, 6% "disagree," and 2% "strongly disagree." These results indicate that a majority of students enjoy when their teachers incorporate Seewo into lessons, though a small percentage were less enthusiastic about its use. In conclusion, the data suggests that most students appreciate the integration of Seewo into their lessons, with the majority expressing enthusiasm for its use in the classroom.

Table 4.13 The Answers of Question 10: You thought that using Seewo was more likely to make you more interested in the English Speaking Skill

	Strongly agree	Agree	Average	Disagree	Strongly disagree
Sample Group	29	13	2	3	3
	58.00%	26.00%	4.00%	6.00%	6.00%

Table 4.13 showed that 58% of students "strongly agree" that using Seewo made them more interested in the English Speaking Skill, while 26% "agree," indicating that 84% of students felt Seewo positively influenced their interest in improving their speaking skills. Additionally, 4% of students selected "average," reflecting a neutral stance, while 6% "disagree," and another 6% "strongly disagree." These results suggest that Seewo had generally had a positive effect on students' interest in English speaking skills, though a small portion of students were less convinced. In conclusion, the data indicates that a significant majority of students believe that using Seewo contributed to their increased interest in English speaking, although a small percentage did not share this view.

Table 4.14 The Answers of Question 11: You thought using Seewo in English Speaking Skills was more helpful for you to understand the points

	Strongly agree	Agree	Average	Disagree	Strongly disagree
Sample Group	35	5	8	1	1
	70.00%	10.00%	16.00%	2.00%	2.00%

Table 4.14 showed that 70% of students "strongly agree" that using Seewo in English Speaking Skills helped them better understand the points, while 10% "agree," meaning that 80% of students felt Seewo contributed positively to their understanding. Additionally, 16% of students selected "average," indicating a neutral stance, while 2% "disagree," and 2% "strongly disagree." These results suggest that the majority of students found Seewo to be helpful in improving their comprehension of English speaking skills. In conclusion, the data indicates that Seewo was generally considered beneficial for understanding English speaking points, with a strong majority of students agreeing that it helped them in this area.

Table 4.15 The Answers of Question 12: Teachers had more active classes when they use Seewo to teach

	Strongly agree	Agree	Average	Disagree	Strongly disagree
Sample Group	35	7	6	1	1
	70.00%	14.00%	12.00%	2.00%	2.00%

Table 4.15 showed that 70% of students "strongly agree" that teachers had more active classes when they used Seewo to teach, while 14% "agree," indicating that 84% of students believe Seewo contributed to more dynamic lessons. Additionally, 12% of students selected "average," suggesting a neutral stance, while 2% "disagree," and 2% "strongly disagree." These results indicate that a majority of students think Seewo helped make classes more engaging, though a small group did not share this opinion. In conclusion, the data suggests that Seewo was viewed as a tool that enhances class activity, with most students believing it makes lessons more interactive, although a minority did not perceive it to be as effective.

Table 4.16 The Answers of Question 13: Teachers were more likely to prompt you to communicate with them when they were using Seewo to teach

	Strongly agree	Agree	Average	Disagree	Strongly disagree
Sample Group	33	10	6	0	1
	66.00%	20.00%	12.00%	0.00%	2.00%

Table 4.16 showed that 66% of students "strongly agree" that teachers were more likely to prompt them to communicate when using Seewo to teach, while 20% "agree," indicating that 86% of students felt Seewo encouraged communication with teachers. Additionally, 12% of students selected "average," reflecting a neutral stance, and only 2% "strongly disagree." No students "disagreed," suggesting that Seewo generally had a positive effect on prompting communication in class. Overall, the data indicates that Seewo was seen as a tool that encourages more communication between students and teachers, with a majority of students agreeing that it helps foster interaction in the classroom.

Table 4.17 The Answers of Question 14: You preferred Seewo classroom to the traditional classroom

	Strongly agree	Agree	Average	Disagree	Strongly disagree
Sample Group	29	15	6	0	0
	58.00%	30.00%	12.00%	0.00%	0.00%

Table 4.17 showed that 58% of students "strongly agree" that Seewo's learning resources about English speaking skills were informative, while 30% "agree," indicating that 88% of students found the resources useful. Additionally, 12% selected "average," suggesting a neutral view, with no students selecting "disagree" or "strongly disagree." These results suggest that the majority of students found Seewo's English speaking skills resources to be informative and helpful. In conclusion, the data indicates that most students considered Seewo's learning resources on English speaking skills to be informative, with a very small portion of students holding a neutral opinion.

Table 4.18 The Answers of Question 15: You found Seewo's learning resources about English speaking skills informative

	Strongly agree	Agree	Average	Disagree	Strongly disagree
Sample Group	37	6	6	1	0
	74.00%	12.00%	12.00%	2.00%	0.00%

Table 4.18 showed that 74% of students "strongly agree" that Seewo's learning resources about English speaking skills were informative, while 12% "agree," indicating that 86% of students found the resources helpful. Additionally, 12% selected "average," suggesting a neutral stance, and 2% "disagreed," with no students "strongly disagreeing." These results indicate that the majority of students found Seewo's learning resources on English speaking skills to be useful and informative. In conclusion, the data suggests that Seewo's learning resources on English speaking skills were regarded as highly informative by most students, with only a small minority expressing a neutral or less favorable opinion.

Table 4.19 The Answers of Question 16: Other features of Seewo that your teachers used regularly in their lessons

	Strongly agree	Agree	Average	Disagree	Strongly disagree
Sample Group	37	8	5	0	0
	74.00%	16.00%	10.00%	0.00%	0.00%

Table 4.19 showed that 74% of students "strongly agree" that their teachers regularly used other features of Seewo in their lessons, while 16% "agree," indicating that 90% of students observed frequent use of Seewo's additional features in their classes. Additionally, 10% of students selected "average," suggesting a neutral stance, with no students "disagreeing" or "strongly disagreeing." These results indicate that a large majority of students believe that other Seewo features were regularly incorporated into their lessons. In conclusion, the data reflects that most students noticed the regular use of Seewo's additional features by their teachers, with only a small percentage holding a neutral view.

From the students' questionnaires, it was found that although teachers use Seewo in the classroom more frequently, they basically use the basic functions, and they seldom use the Lecture Assistant and Class Optimizer, and more than half of the teachers have hardly ever used these two software functions. And most of the teachers were not skillful in the operation of Seewo. Most of the students like to operate Seewo on the stage in the classroom, but there were few opportunities for students to operate Seewo on the stage in the classroom. In terms of Seewo operation, a considerable number of students thought that Seewo operation was very complicated, and this perception might be caused by the teacher's lack of skill in using Seewo in the course of the class, coupled with the fact that the students had fewer opportunities to operate Seewo on the stage by themselves. Therefore, in future teaching, teachers should design more links for students to operate Seewo on the stage, so that students can be skillful in operating Seewo, which would help classroom interaction.

Additionally, the collaborative features of the Seewo application proved instrumental in improving communication skills, particularly through peer discussions and teacher feedback. Real-time dialogue simulations allowed learners to practice responding to diverse scenarios, building their confidence and competence in interactive settings. This comprehensive approach enabled learners to achieve higher levels of proficiency across all aspects of speaking, demonstrating that the Seewo application was an effective and versatile tool for enhancing English language skills in an engaging and structured manner.

CHAPTER 5

CONCLUSION, DISCUSSION, AND RECOMMENDATIONS

This chapter contained the study's summary, which 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 research:

- 1) To compare grade 6 Chinese students English speaking skill using Seewo with a Communicative Teaching Method in Hunan Province in China.
- 2) To investigate grade 6 Chinese students' satisfaction towards using Seewo with Communicative Teaching Method in English speaking skill in Hunan province in China.

5.1.1 The Result of Pre-test and Post-test Data Analysis

Most of the teachers were using Seewo frequently, but it can be seen that most of them were only using two or three of the main applications and functions, such as playing PPT and using the whiteboard. Other applications of Seewo were also less frequent. However, most of them still think that using the All-in-One PCs can increase efficiency and make teaching more effective. In addition, teachers use Seewo to prepare lessons before class, and most of them only use Seewo occasionally, which means that the resources of Seewo were still not fully utilized, and it may be that the resources can not meet the needs of individuals or the advantages of lesson preparation

were not obvious enough to change the traditional habits of PPT lesson preparation. Schools have organized fewer training and learning exchanges on the operation of Seewo, which may be one of the reasons why teachers were not proficient in the operation of most of the functions of Seewo.

From the students' point of view, it was found that although the teachers used Seewo in the classroom more frequently, their proficiency in Seewo's functions was average, and again most of them only used the classroom presentations and the Whiteboard. However, in public classes and competition classes, it showed that SEEWO's functions can be better applied if teachers were more attentive to lesson planning in the accompanying classes. Most of the students still think that teachers' use of Seewo helps them more in terms of listening efficiency and knowledge mastery. However, it was easy to overlook that high school students were busy watching Seewo for a long time and must rest their eyes in between classes.

In this survey, in addition to using questionnaires, I visited English classes at different levels and talked to several teachers and students. The results revealed that: younger teachers used the various functions of Seewo more frequently than older teachers. The time spent on lesson preparation with Seewo was also longer. It was observed that Seewo brought a lot of convenience to teachers' teaching and helped them to reduce the burden of lesson preparation and teaching. However, there were some issues that need to be improved. For example, the content of the resource library provided by Seewo was limited and cannot fully meet teachers' needs. Many teachers don't share their classroom resources too much, resulting in the resource library not being updated in time enough, which affects the frequency of using the MFP. In addition, teachers who were busy with teaching and lesson preparation rarely have time to deeply understand and use the various functions of SEEWO. At the same time, there were also some teachers who may rely excessively on Seewo and neglect practical operation when using simulation and emulation experiments. Some teachers even use online courseware directly without making the necessary modifications.

The test data showed that before and after using SEEWO, students generally showed significant improvements in pronunciation, vocabulary use, fluency, sentence structure and communication skills, etc. For example, participants' scores in “Pronunciation” improved from 3.7 to 4.0, and in “Fluency” from 4.0 to 4.5. For example, in the area of Pronunciation, participants' scores increased from 3.7 to 4.0, and in the area of Fluency, scores increased from 4.0 to 4.5. Overall, the majority of the students demonstrated higher levels of language proficiency after the test. These data suggest that the use of Seewo had a positive impact on students' oral English proficiency, especially in the areas of classroom interaction and language expression. However, there were some students who showed less improvement, which may be related to individual students' learning attitude or learning method. Through these two tests, we have further validated the potential of Seewo in improving the quality of teaching and student learning outcomes. Although there was some room for improvement, the help it brings to teaching cannot be ignored.

The results of the questionnaire and the 2 tests showed that there were very few training opportunities on Seewo in the school, only one simple training and the trainings were not separated according to the different subjects, which prevented many teachers to be proficient in the functions of Seewo, especially to use them effectively in their own subjects. Therefore, schools should organize specific training for each subject. For example, in English classes, teachers could learn how to use Seewo to present vocabulary, grammar and speaking exercises. Since many teachers have heavy teaching loads and limited time, schools can consider providing online training or purchasing relevant books so that teachers can learn these skills in their free time.

In addition to this, the resource library that comes with Seewo was not functional enough and the resources were not updated in a timely manner, which leads to many teachers being reluctant to use the software for lesson planning. In order to solve this problem, schools can set up subject groups where teachers of various subjects can work together to organize and enrich the teaching resources in Seewo. In this way, teachers can create curriculum resources that meet the actual teaching needs

of the school, and at the same time, they can also improve and update these resources through teamwork, enhancing the efficiency of teachers' use of Seewo.

In addition, as Seewo was used for a longer period of time, the failure rate of the equipment would increase accordingly. In order to ensure smooth teaching and learning, schools should ensure that Seewo can be repaired and maintained in a timely manner, so as to avoid disrupting teachers' normal lessons due to equipment problems. Only by ensuring that the equipment works well would teachers be able to use Seewo in the classroom with peace of mind.

Finally, teachers' lack of familiarity with Seewo was partly due to their lack of participation in the training. Therefore, teachers should cherish every learning opportunity and actively try to figure out how to use SEEWO's functions in the light of the characteristics of their own subjects. In addition, teachers should also reflect on and summarize their experiences in using SEEWO, share their experiences in subject meetings, and upload effective resources to the sharing platform in a timely manner. It was important to note that teachers should look at the role of Seewo objectively and avoid going to extremes. Some teachers believe that traditional teaching methods were more effective and therefore were not interested in the functions of SEEWO, using it only as a blackboard or PPT player. Other teachers rely excessively on Seewo and abandon the use of chalk and blackboard altogether. Both of these extremes were undesirable. The ideal situation was to combine traditional teaching with modern technology, giving full play to the advantages of both to achieve the best teaching results

5.2 Discussion

5.2.1 The Advantages of Seewo Applied to English Speaking Teaching Activities in Primary School

Through the application of Seewo in the primary school English Speaking teaching, through the observation of the students in class and the investigation of the

teachers listening to the class, it was enough to prove the importance of Seewo in promoting the elementary school English Speaking thinking, which can not only focus the attention of the students in class to a greater extent, improve the motivation of the students to learn, cultivate the sense of cooperation among the students, exercise the students' thinking ability, but also can accomplish the classroom's teaching objectives.

Rich information resources, expanding classroom capacity in today's information society, curriculum resources have long been no longer limited to the content of the books, the use of SEEWo, text, animation, audio, video and other effective information resources organically combined and applied to teaching, not only to facilitate the teacher's pre-course preparation, the same in the classroom can be displayed in a timely manner in the demand for resources, so that the classroom was no longer pure "Indoctrination", but teachers and students two-way 'interaction', so that teachers and students immersed in a wealth of information resources, large classroom capacity, to increase students' insights, so that students come into contact with more and more rich knowledge, thus broadening the breadth and depth of teaching.

Appropriate teacher-student interaction increases students' interest in learning. "Teaching" was composed of 'teaching' by the teacher and 'learning' by the students. Teachers and students were the main body of teaching, but now the classroom teaching was more teacher-driven, more teachers teach, students passively listen to a kind of "indoctrination". In teaching activities, we should respect the student's main position, the teacher was not only the transmitter of knowledge, but also the designer of teaching activities, the organizer of teaching content and the manager of teaching resources, according to the task of oral English teaching in elementary school, the content of English Speaking teaching in elementary school, the characteristics of elementary school students, scientifically arrange the classroom teaching time, and to take the appropriate teaching methods, through the interaction of teachers and students, to inspire students to think, to coordinate the relationship between students, and to promote the collective learning. Coordinate the relationship between classmates and promote the enthusiasm of collective learning. In the teaching design, through a large

number of teacher-student interaction, improve the students' sense of participation in the classroom, and strengthened by appropriate rewards, the students' motivation had been significantly improved.

Multiple functions to meet various teaching needs, Seewo was so important in teaching because of its powerful functions. Interactive teaching system can be like the traditional blackboard as the original courseware for arbitrary annotation, writing and labeling, but also the content of the courseware can be zoomed in and out, drag and drop, rotate, cover and delete and so on. For the traditional blackboard, when full, only by erasing all the content can continue to write, not only a waste of class time, there would be a large amount of dust generated, but in the interactive all-in-one computer interactive “blackboard” after filling, we just add another “blackboard! However, after the interactive “blackboard” of the interactive all-in-one computer was filled, we only need to add another “blackboard”, no matter how many “blackboards” were needed, which was a more convenient solution to the drawbacks of the traditional “blackboard” that “one erase was gone”, and we can call up the previous content at any time, and find all the contents of the previous lectures conveniently and quickly. Through SEEWO, the whole process of teaching can be recorded and saved in real time, and the stored teaching materials can be called up at any time to meet different teaching needs.

Turning static into movement, abstraction into concreteness. As we all know, English was difficult for sixth grade students to understand. Teachers then give full play to the powerful role of the Seewo interactive system, turning static graphics on the courseware into dynamic, according to the students' order of thinking, which not only makes the students deeply impressed and well understood, so that abstract content can be concretized, and difficult problems can be simplified, so as to allow students to develop their minds.

5.2.2 Problems in The Application of Seewo to Primary School English Speaking Teaching Activities

Although this teaching activity had well achieved the pre-set teaching objectives, there were some minor problems in the whole activity, mainly as follows:

In the pre-designed teaching program, more in the teaching sessions, teacher-student interaction, but for each session of the time did not did a clear planning, the real implementation of the down found that the design of the whole session was slightly more compact, the time was not controlled reasonably, for example, in the process of reviewing the old know-how, the waste of time was more in the follow-up to the group discussion, the discussion time was not long enough to use Seewo in the classroom. Although Seewo had a lot of advantages, but the arrangement of time needs to be reasonable and strict, this was also in and more teachers exchange, teachers generally reflect a major problem, this researcher reflects on the future of interactive all-in-one computer-assisted teaching, it was necessary to strictly grasp the time of each link, to control the classroom rhythm.

Incomplete mastery of the functions of the interactive all-in-one computer. For the interactive all-in-one computer more knowledge or most stay in the book understanding, many functions were not mastered very skillfully, resulting in some times in the class wouldbe a small situation, for the design of the function involved in the lesson plan, still have a good grasp of the accidentally touched the other keys, due to the unfamiliar interface, resulting in a waste of time, this also makes me realize that to become a qualified teacher was the need to constantly practice and constantly complete the function. This also makes me realize that to be a qualified teacher, I need to keep practicing and perfecting, and I need to keep learning, not only as a knowledge transmitter, but also as a learner.

5.2.3 Suggestions for The Use of Seewo in English Speaking in Primary Schools

This study designed the activity program according to the physical and mental development characteristics of primary school students and the English Speaking curriculum standards for elementary school and based on certain teaching design principles, and applied it to real classrooms, in order to better integrate Seewo into teaching, to realize the advantages of Seewo and traditional teaching complement each other, to explore the role of Seewo in promoting the oral English of primary school students, and to achieve very good teaching results, but At the same time, there were also some problems, if you want to make Seewo better for teaching and achieve better teaching results, you still have to face these problems and further optimize its application in teaching. Now for the problems of this teaching activity, this researcher puts forward the following application suggestions.

Needs were the source of motivation, and to improve the thinking of primary school students, developing their motivation to think was the key. The relationship between the three forms of education: family education, social education and school education had been a topic of serious study from the beginning to the end. How to make full use of the educational resources of the family, school and society, and how to make full use of the strengths and advantages of various forms of education to form “educational synergy”, and how to make use of “educational synergy” to solve the problem of “educational synergy” in order to solve the problem of “educational synergy” in order to solve the problem of “educational synergy”. How to make full use of the educational resources of family, school and society, make full use of the advantages and merits of various forms of education, form “educational synergy”, and how to utilize “educational synergy” to solve the difficult problems in school education at present, and to better promote the development of students was a major initiative to reform the current mode of education and build a learning society. Relying on school education alone, it was not possible to achieve the promotion of elementary school students to maximize the development of thinking, social education as a form of difficult to control, we should be more to strengthen the cooperation between family

education and school education, in terms of family education, in daily life, parents should pay attention to the children's ability to exercise thinking, encountered children's questioning problems, patiently explaining, supporting the children's various questions.

Cultivate curiosity and provide toys that promote thinking, such as Legos and building blocks. For school education, on the one hand, teachers were required to play a leading role in teaching, at the same time, Seewo applied to teaching, the use of its rich resources, a variety of functions, to create scenarios conducive to the development of students' thinking, especially for the subject of English, the abstract knowledge into a concrete image of the content, to improve student motivation, play the initiative of the students. On the other hand, more according to the characteristics of students' psychological development, and from the students' own practical life needs, so that students understand the value of the knowledge they have learned, realize that “knowledge comes from life, but also applied to life” concept, so as to stimulate students' thinking motivation.

Whether it's the various innovation competitions organized in schools nowadays or the innovation theories that were all over the news on the internet, we can see that the development of innovation skills was where the focus of today's education lies. Flexibility of thinking that is, the degree of flexibility of students' thinking activities, in the face of a new thing, new knowledge, students can freely respond to adjust their own way of thinking according to the continuous change of things, and put forward new solutions, teachers often say “cite a three,” was a kind of flexibility of thinking degree of investigation. As we all know, the traditional classroom was monotonous, was a one-way “indoctrination” mainly taught by teachers, so now Seewo into the classroom, teachers can make use of its dynamic interactive features, according to different learning content to develop different curriculum programs, design new learning activities, wouldnot be able to achieve the past teaching methods using Seewo SEEWo was fully utilized in the classroom, giving teachers full autonomy in classroom design, making the classroom no longer a one-way lecture, but a two-way interaction between teachers and students, and making the classroom more

flexible and vivid. For students, every lesson was a new lesson, improve students' curiosity, new teaching design, different classroom links, can greatly improve the flexibility of students' thinking. In teaching, systematic thinking training for students can both improve the teaching effect and promote the development of students' thinking ability.

Seewo was a new interactive platform for teaching and learning, which promotes the reform of classroom teaching and the development of education informatization. However, in order to truly apply Seewo to daily teaching, in addition to the support of external equipment, it was more necessary for teachers to cooperate with the application. Through the conversation with teachers, we can understand that there were many reasons why teachers were reluctant to use Seewo frequently, such as heavy teaching load, no extra time for pre-course preparation, even if they can make pre-course preparations, it would waste too much time in the classroom, which leads to failure to keep up with the pace of teaching, in addition to a certain degree of difficulty for the technical operation of SEEWO, for the older teachers, there was no way to use it well. For older teachers, there was no way to use SEEWO, and there was no relevant training for learning, resulting in fewer and fewer teachers using Seewo for teaching. Based on the above problems, the relevant departments and their schools can give some help by providing regular training for teachers' professional skills, and the content of the training can be increased to include the specific applications of electronic whiteboards and All-in-One Machines, in addition to the operation of SEEWO. How to use Seewo in the software's internal resources, the introduction of the whiteboard and Seewo applications in the classroom teaching research results, while the corresponding courseware templates can be provided to teachers of various subjects, to facilitate the study of teachers of various subjects, through regular skills training, the teacher's professionalism and professionalism of the quality of the sustained enhancement of teachers can also be better applied to teaching.

After regular training, teachers' professional skills have been improved, but in order for teachers to continuously apply them to teaching and thus improve the quality of education, it was necessary to rely on certain external means. Regularly organize

some relevant competitions, according to the teachers to prepare the lesson plan, the atmosphere of the class, the students' attention, student motivation, the results of the class to carry out a multi-faceted scoring evaluation, the performance of teachers to give some encouragement and praise, but also through the class after the anonymous questioning of the students, the students' evaluation as a scoring criteria, in order to continue to improve the motivation of the teachers.

5.3 Recommendations

5.3.1 Recommendation for Implementation

The purpose of this study was to investigate the impact of Seewo on the teaching of oral English in primary schools as well as on promoting the development of primary school students' expressive language skills. The study adopts a variety of methods such as literature research method, experimental method and questionnaire method to design a curriculum program for Seewo integration into teaching and learning, and applies it to real classrooms for validation. The main conclusions were as follows:

1) Enhance the quality of teaching: Overall, it was found through this investigation and research that the use of Seewo to assist teaching had a significant effect on improving the quality of teaching.

2) Promoting classroom interaction and resource sharing: The study showed that using Seewo for teaching excels in classroom interaction and resource management, which helps to realize information sharing and enhance teacher-student interaction, thus effectively focusing students' attention, stimulating their motivation to learn, and increasing their interest in learning.

3) Promoting the development of expressive language skills: the experimental hypothesis was verified through the experimental comparison results. The study concludes that the use of SEEWo-assisted teaching not only enhances students' classroom interaction, but also had a significant effect on the improvement of students' oral English proficiency, and at the same time plays an important role in promoting the development of primary school students' language expression ability.

4) Importance of teachers' professionalism: In the process of Seewo integration into teaching, teachers' pre-course preparation was especially crucial. Teachers' professionalism and skills were more demanding, and they need to master the functions of Seewo in order to give full play to its teaching value.

5.3.2 Recommendation for Future Research

The effect of Seewo integration into teaching was obvious, and the traditional teaching method had long been unable to meet the current demand for talents. This study conducted in-depth research on SEEWO-assisted teaching, and although certain results have been achieved, there were still many limitations due to the limitations of research time, research conditions and the researcher's own level. The questionnaire survey was conducted and analyzed only for the school where this researcher works, and the questionnaire respondents were not broad enough to represent the evaluation of Seewo applied teaching by all teachers. The number of classes selected for the experimental subjects was limited, which also could not fully represent the situation of all primary school students. In addition, there were still some minor problems in the course design, which have been summarized in the previous section.

Information technology was constantly developing, and with the progress of scientific level, the process of education informatization would be faster and faster. The core of education informatization lies in the continuous development and innovation of resources. Seewo as a new type of teaching platform, would certainly complement the advantages of traditional teaching methods in the future, and would be more deeply integrated into teaching, providing strong support for the development of education.

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APPENDIX A
LETTER OF APPROVAL

Certificate of Approval
Changsha Yuelu District No. 1 Primary School

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

Dear Sir/Madam,

I am currently enrolled in the master in Curriculum and Instruction at Rangsit University, Thailand. I am conducting research on "The Development of Grade 6 Chinese Students' English Speaking Skill Using Seewoo Application With A Communicative Teaching Method". This research requires students' participation. The instruments involved during the study pretest and protest for obtaining the required data. Therefore, I would like to seek permission from the administration to allow me to collect data at this school where the names and identities of the students will be kept confidential and undisclosed.

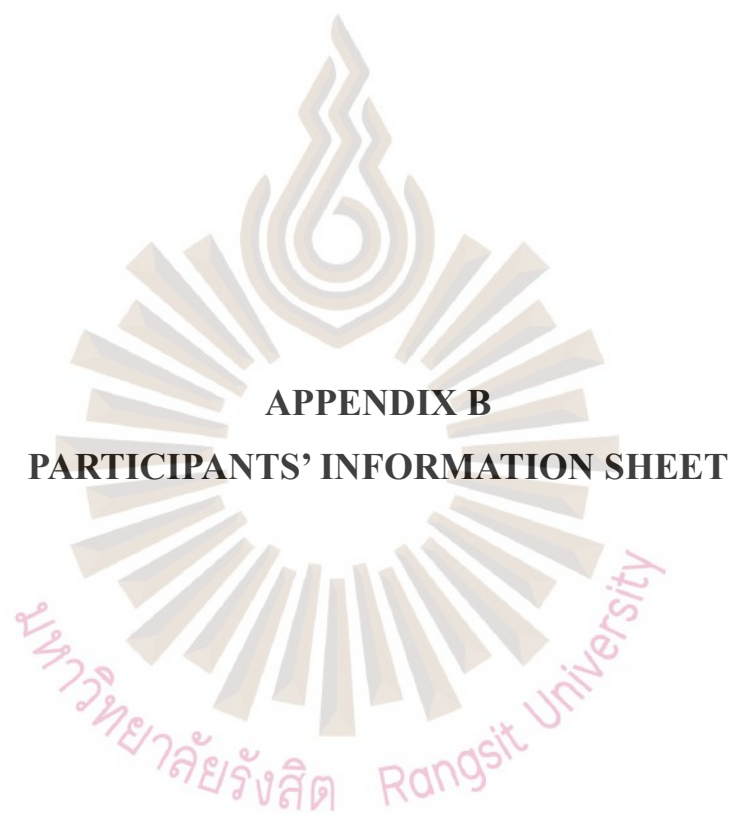
Yours Sincerely,

Xing Wang



Changsha Yuelu District No. 1 Primary School

มหาวิทยาลัยรังสิต Rangsit University



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: Changsha Yuelu District No. 1 Primary School

Name: Xing Wang Student ID:6608885

Studying University: Suryadhep Teachers College of Rangsit University, Thailand

Research Title:

The Development of Grade 6 Chinese Students' English Speaking Skill Using Seewoo Application With A Communicative Teaching Method

Date:2024.11.1

Changsha Yuelu District No. 1 Primary School



มหาวิทยาลัยรังสิต Rangsit University



APPENDIX C
SATISFACTION QUESTIONNAIRE

Satisfaction Questionnaire

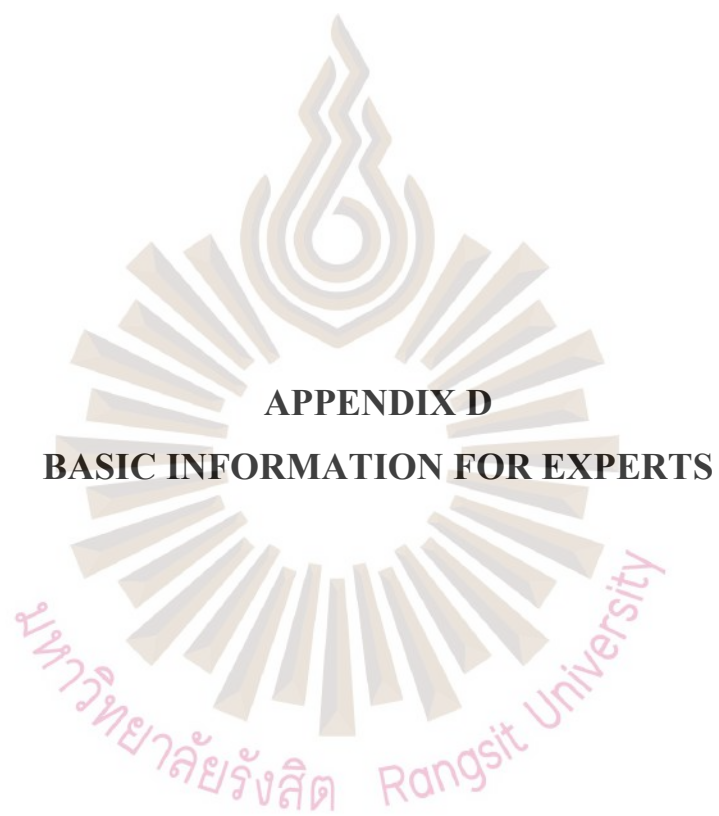
Dear students.

Hello, in order to make the teaching to a better direction, the need for students to study the situation of the survey, designed this questionnaire, the purpose is to improve teaching methods, improve the quality of learning. The questionnaire adopts anonymous way, will not affect you, please feel free to fill in please combined with their own actual situation in the corresponding options hit "√", thank you for your cooperation, thank you for your support and understanding!

5 = strongly agree, 4 = agree, 3 = neutral, 2 = disagree, 1 = strongly disagree

NO.	ITEMS					
		5	4	3	2	1
Teacher Usage and Competency						
1.	Your teachers were using Seewo in the classroom with great frequency.					
2.	Your teacher know everything about Seewo.					
3.	Your teacher regularly used Seewo's Assisted Instruction feature in his or her classes.					
4.	Your teacher regularly used Seewo's courseware optimization features in their courses.					
5.	Your teacher regularly used Seewo's video teaching feature in his or her classes.					
Student Engagement and Interaction						
6.	You'd had a hands-on experience with Seewo in a classroom setting.					
7.	You liked to get up on stage and work Seewo during class.					
8.	You found Seewo easy to operate and use.					
9.	You loved it when your teachers used Seewo for their lessons.					
10.	You thought that using Seewo was more likely to make you more interested in the English Speaking Skill.					

NO.	ITEMS					
		5	4	3	2	1
11.	You thought using Seewo in English Speaking Skills was more helpful for you to understand the points.					
Perceived Learning Impact and Preference						
12.	Teachers had more active classes when they use Seewo to teach.					
13.	Teachers were more likely to prompt you to communicate with them when they are using Seewo to teach.					
14.	You found Seewo's learning resources about English speaking skills informative.					
15.	You preferred Seewo classroom to the traditional classroom.					
16.	Other features of Seewo that your teachers used regularly in their lessons.					
An Open-ended Question Please give additional comments and suggestions						



Basic Information for Experts

NO.	Name	Position/Title	Institutes
1	Expert 1	Professor	School of Management, Capital Normal University
2	Expert 2	Professor	Institute of International and Comparative Education, Beijing Normal University
3	Expert 3	Professor	School of Public Administration, HaiKou University





APPENDIX E

IOC OF QUESTIONNAIRE

มหาวิทยาลัยรังสิต Rangsit University



INVITATION TO BE AN IOC EXPERT
THE DEVELOPMENT OF GRADE 6 CHINESE STUDENTS' ENGLISH
SPEAKING SKILL USING SEEWOO APPLICATION WITH A
COMMUNICATIVE TEACHING METHOD

.....

Dear Expert

I would like to thank you for accepting to be an IOC expert in my thesis. Please find below the Research Title, Research Objectives, Research Questions, Research Instruments, and the Guidelines for Expert Review Using Item Objective Congruence (IOC) as well as the criteria for expert review.

My Research Title

The Development of Grade 6 Chinese Students' English Speaking Skill Using Seewoo Application With A Communicative Teaching Method

Research Objectives

1. To compare grade 6 Chinese students English speaking skill using Seewoo with a Communicative Teaching Method in Hunan Province in China.
2. To investigate grade 6 Chinese students' satisfaction towards using Seewoo with Communicative Teaching Method in English speaking skill in Hunan province in China.

Research Questions

1. Is there an improvement in English speaking skill of grade 6 Chinese students after using Seewo and Communicative Teaching Method in Hunan province in China?
2. Will grade 6 Chinese students be satisfied with using Seewo and Communicative Teaching Method in English speaking skill?

The research Instruments

1. A questionnaire of 17 questions (16 Likert scale items and one open-ended question).
2. Lesson plan Form.

Guidelines for Expert Review Using Items Objective Congruence (IOC)

Please rate each item that corresponds to your opinion on content validity

Rating Criteria

- +1 for the item that matches the stated objectives
- 0 for the unclear item and the rater is unsure whether it meets the stated objectives
- 1 for the item that does not match the objectives

I truly appreciate your kind help and valuable support for my thesis.

Xing Wang
Researcher

Item Objective Congruence (IOC) Form 1

NO.	ITEMS	-1	0	+1
Teacher Usage and Competency				
1.	Your teachers were using Seewo in the classroom with great frequency.			
2.	Your teacher know everything about Seewo.			
3.	Your teacher regularly used Seewo's Assisted Instruction feature in his or her classes.			
4.	Your teacher regularly used Seewo's courseware optimization features in their courses.			
5.	Your teacher regularly used Seewo's video teaching feature in his or her classes.			
Student Engagement and Interaction				
6.	You'd had a hands-on experience with Seewo in a classroom setting.			
7.	You liked to get up on stage and work Seewo during class.			
8.	You found Seewo easy to operate and use, don't you?			
9.	You loved it when your teachers used Seewo for their lessons, don't you?			
10.	You thought that using Seewo was more likely to make you more interested in the English Speaking Skill, don't you?			
11.	You thought using Seewo in English Speaking Skills was more helpful for you to understand the points, don't you?			
Perceived Learning Impact and Preference				
12.	Teachers had more active classes when they use Seewo to teach, right?			
13.	Teachers were more likely to prompt you to communicate with them when they are using Seewo to teach, right?			
14.	You found Seewo's learning resources about English speaking skills informative, don't you?			
15.	You preferred Seewo classroom to the traditional classroom, don't you?			

NO.	ITEMS	-1	0	+1
16.	Other features of Seewo that your teachers used regularly in their lessons.			
An Open-ended Question Please give additional comments and suggestions				



Item Objective Congruence (IOC) Form 2

Training Plan

Date/Time.....

Topics	Weeks	Lesson plans	Seewo Application	Teaching method	-1	0	+1
Pronunciation	Week 1	<p>Read aloud a list of 10 words that include common phonetic sounds (e.g., /th/, /sh/, /ch/).</p> <p>Read aloud a new list of 10 words, including more complex phonetic sounds.</p>	<p>Pronunciation tool with interactive sound feedback.</p>	<p>Guided Practice Method</p> <ol style="list-style-type: none"> 1. Introduce Sounds: Start with phonetic breakdowns of challenging sounds, demonstrating mouth positioning. 2. Practice and Feedback: Have learners mimic sounds; the tool provides instant feedback, showing alignment with native pronunciation. 3. Repetition and Reflection: Encourage repeated practice, with learners adjusting based 			

Topics	Weeks	Lesson plans	Seewo Application	Teaching method	-1	0	+1
				<p>on feedback.</p> <p>4. Progress Tracking: Show learners their improvement over sessions to motivate continuous refinement.</p>			
Vocabulary Usage	Week 1	<p>Answer 5 simple questions using basic vocabulary (e.g., "What do you like to eat?").</p> <p>Answer 5 questions using thematic vocabulary learned during the training.</p>	Interactive flashcards and quizzes.	<p>Reinforcement and Retrieval Practice Method</p> <p>1. Introduce Concepts: Begin with interactive flashcards that present key vocabulary or concepts with images and sounds for context.</p> <p>2. Active Recall Practice: Encourage learners to engage actively by guessing the answer before flipping each card. Immediate feedback reinforces</p>			

Topics	Weeks	Lesson plans	Seewo Application	Teaching method	-1	0	+1
				<p>correct responses.</p> <p>3. Quizzes for Reinforcement: Use quizzes at intervals to test retention, prompting learners to recall and apply knowledge.</p> <p>4. Spaced Repetition: Schedule flashcards to reappear based on performance, helping learners remember over time.</p>			
Fluency	Week 2	<p>Describe a picture with 3-5 sentences. Evaluate based on fluidity and hesitation.</p> <p>Describe a picture with 5-7 sentences, focusing on fluidity and coherence.</p>	<p>Seewo displays pictures, provides sentence starters, and records responses.</p> <p>Virtual role-play simulations.</p>	<p>Situational Learning and Guided Response Method</p> <p>1. Contextual Setup: Present real-life scenarios through pictures to set the scene and immerse learners in context.</p>			

Topics	Weeks	Lesson plans	Seewo Application	Teaching method	-1	0	+1
				<p>2. Guided Language Use: Provide sentence starters to scaffold responses, helping learners formulate appropriate phrases or dialogue.</p> <p>3. Role-Play and Response Recording: Have learners respond to the scenario in real-time, recording their answers to review fluency and appropriateness.</p> <p>4. Feedback and Reflection: After recording, offer feedback and encourage self-reflection to refine language use and response delivery.</p>			

Topics	Weeks	Lesson plans	Seewo Application	Teaching method	-1	0	+1
Sentence Structure	Week 3	Complete 5 simple sentences (e.g., "I am ___ because ___"). Complete 5 complex sentences (e.g., "I would like to ___ because ___").	Seewo presents story prompts and allows recording for playback.	Storytelling and Self-Assessment Method <ol style="list-style-type: none"> Prompt-Based Story Creation: Present engaging story prompts to inspire learners to create narratives, helping them practice language structure and creativity. Guided Recording: Encourage learners to record their stories, focusing on clear articulation, tone, and pacing. Playback for Reflection: Have learners listen to their recordings to identify areas for improvement in fluency and 			

Topics	Weeks	Lesson plans	Seewo Application	Teaching method	-1	0	+1
				<p>expression.</p> <p>4. Feedback and Iteration: Provide feedback, and allow learners to re-record, promoting gradual refinement of storytelling skills.</p>			
Communication Skills	Week 4	<p>Participate in a basic dialogue simulation with a peer or teacher (greetings, introductions, simple questions).</p> <p>Participate in a dialogue simulation with more complex exchanges (e.g., making requests, expressing opinions).</p>	<p>Real-time peer conversations via Seewo, with teacher feedback on responses.</p>	<p>Collaborative Learning and Immediate Feedback Method</p> <p>1. Structured Pair or Group Discussions: Set conversation topics or scenarios, guiding peers to discuss in real-time to practice language and communication skills.</p> <p>2. Active Monitoring: Observe conversations, noting language use,</p>			

Topics	Weeks	Lesson plans	Seewo Application	Teaching method	-1	0	+1
				<p>accuracy, and engagement.</p> <p>3. Instant Feedback: Interject with feedback on specific responses to clarify, correct, or expand ideas, ensuring learners improve during the activity.</p> <p>4. Reflection and Adjustment: Encourage students to incorporate feedback immediately, enhancing their understanding and confidence.</p>			
<p>Grade: 6</p> <p>Number of Students:50</p> <p>Teaching Materials: With and Without Seewo application</p>							



APPENDIX F

EXPERT FEEDBACK ON IOC

มหาวิทยาลัยรังสิต Rangsit University



INVITATION TO BE AN IOC EXPERT

In

THE DEVELOPMENT OF GRADE 6 CHINESE STUDENTS' ENGLISH
SPEAKING SKILL USING SEEWOO APPLICATION WITH A
COMMUNICATIVE TEACHING METHOD

.....

Dear Expert

I would like to thank you for accepting to be an IOC expert in my thesis. Please find below the Research Title, Research Objectives, Research Questions, Research Instruments, and the Guidelines for Expert Review Using Item Objective Congruence (IOC) as well as the criteria for expert review.

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The Development Of Grade 6 Chinese Students' English Speaking Skill Using Seewoo Application With A Communicative Teaching Method


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1. To compare grade 6 Chinese students English speaking skill using Seewoo with a Communicative Teaching Method in Hunan Province in China.
2. To investigate grade 6 Chinese students' satisfaction towards using Seewoo with Communicative Teaching Method in English speaking skill in Hunan province in China.

Research Questions

1. Is there an improvement in English speaking skill of grade 6 Chinese students after using Seewoo and Communicative Teaching Method in Hunan province in China?
2. Will grade 6 Chinese students be satisfied with using Seewoo and Communicative Teaching Method in English speaking skill?

The research Instruments

- 1) A questionnaire of 17 questions (16 Likert scale items and one open-ended question. _____)
- 2) Lseason plan Form. 

Guidelines for Expert Review Using Items Objective Congruence (IOC)

Please rate each item that corresponds to your opinion on content validity

Rating Criteria

- +1 for the item that matches the stated objectives
- 0 for the unclear item and the rater is unsure whether it meets the stated objectives
- 1 for the item that does not match the objectives

I truly appreciate your kind help and valuable support for my thesis.

Wang Xing

Researcher


มหาวิทยาลัยรังสิต Rangsit University

Item Objective Congruence (IOC) Form 1

NO.	ITEMS	-1	0	+1
Teacher Usage and Competency				
1.	Your teachers were using Seewo in the classroom with great frequency.			✓
2.	Your teacher know everything about Seewo.			✓
3.	Your teacher regularly used Seewo's Assisted Instruction feature in his or her classes.		✓	
4.	Your teacher regularly used Seewo's courseware optimization features in their courses.			✓
5.	Your teacher regularly used Seewo's video teaching feature in his or her classes.			✓
Student Engagement and Interaction				
6.	You'd had a hands-on experience with Seewo in a classroom setting.		✓	
7.	You liked to get up on stage and work Seewo during class.			✓
8.	You found Seewo easy to operate and use, don't you?			✓
9.	You loved it when your teachers used Seewo for their lessons, don't you?			✓
10.	You thought that using Seewo was more likely to make you more interested in the English Speaking Skill, don't you?			✓
11.	You thought using Seewo in English Speaking Skills was more helpful for you to understand the points, don't you?			✓
Perceived Learning Impact and Preference				
12.	Teachers had more active classes when they use Seewo to teach, right?			✓
13.	Teachers were more likely to prompt you to communicate with them when they are using Seewo to teach, right?			✓
14.	You found Seewo's learning resources about English speaking skills informative, don't you?			✓
15.	You preferred Seewo classroom to the traditional classroom, don't you?			✓
16.	Other features of Seewo that your teachers used regularly in their lessons.			✓
An Open-ended Question				
Please give additional comments and suggestions				

Item Objective Congruence (IOC) Form 2

Lesson Plan

Date/Time.....

Topics	Weeks	Lesson plans	Seewo Application	Teaching method	-1	0	+1
Pronunciation	Week 1	Read aloud a list of 10 words that include common phonetic sounds (e.g. /th/, /sh/, /ch/). Read aloud a new list of 10 words, including more complex phonetic sounds.	Pronunciation tool with interactive sound feedback.	<p>Guided Practice Method</p> <ol style="list-style-type: none"> 1. Introduce Sounds: Start with phonetic breakdowns of challenging sounds, demonstrating mouth positioning. 2. Practice and Feedback: Have learners mimic sounds; the tool provides instant feedback, showing alignment with native pronunciation. 3. Repetition and Reflection: Encourage repeated practice, with learners adjusting based on feedback. 			✓

Topics	Weeks	Lesson plans	See wo Application	Teaching method	-1	0	+1
				4. Progress Tracking: Show learners their improvement over sessions to motivate continuous refinement.			
Vocabulary Usage	Week 1	Answer simple questions using basic vocabulary (e.g., "What do you like to eat?"). Answer questions using thematic vocabulary learned during the training.	5 Interactive flashcards and quizzes.	Reinforcement and Retrieval Practice Method 1. Introduce Concepts: Begin with interactive flashcards that present key vocabulary or concepts with images and sounds for context. 2. Active Recall Practice: Encourage learners to engage actively by guessing the answer before flipping each card. Immediate feedback reinforces correct responses. 3. Quizzes for Reinforcement: Use quizzes at intervals to test retention,			

Topics	Weeks	Lesson plans	Seewo Application	Teaching method	-1	0	+1
				<p>prompting learners to recall and apply knowledge.</p> <p>4. Spaced Repetition: Schedule flashcards to reappear based on performance, helping learners remember over time.</p>			
Fluency	Week 2	<p>Describe a picture with 3-5 sentences. Evaluate based on fluidity and hesitation. Describe a picture with 5-7 sentences, focusing on fluidity and coherence.</p>	<p>Seewo displays pictures, provides sentence starters, and records responses. Virtual role-play simulations.</p>	<p>Situational Learning and Guided Response Method</p> <ol style="list-style-type: none"> Contextual Setup: Present real-life scenarios through pictures to set the scene and immerse learners in context. Guided Language Use: Provide sentence starters to scaffold responses, helping learners formulate appropriate phrases or dialogue. Role-Play and Response Recording: Have learners 			

Topics	Weeks	Lesson plans	Seewo Application	Teaching method	-1	0	+1
				<p>respond to the scenario in real-time, recording their answers to review fluency and appropriateness.</p> <p>4. Feedback and Reflection: After recording, offer feedback and encourage self-reflection to refine language use and response delivery.</p>			
Sentence Structure	Week 3	<p>Complete 5 simple sentences (e.g., "I am ___ because ___").</p> <p>Complete 5 complex sentences (e.g., "I would like to ___ because ___").</p>	Seewo presents story prompts and allows recording for playback.	<p>Storytelling and Self-Assessment Method</p> <p>1. Prompt-Based Story Creation: Present engaging story prompts to inspire learners to create narratives, helping them practice language structure and creativity.</p> <p>2. Guided Recording: Encourage learners to record their stories, focusing on</p>			

Topics	Weeks	Lesson plans	Seewo Application	Teaching method	-1	0	+1
				<p>clear articulation, tone, and pacing.</p> <p>3. Playback for Reflection: Have learners listen to their recordings to identify areas for improvement in fluency and expression.</p> <p>4. Feedback and Iteration: Provide feedback, and allow learners to re-record, promoting gradual refinement of storytelling skills.</p>			
Communication Skills	Week 4	<p>Participate in a basic dialogue simulation with a peer or teacher (greetings, introductions, simple questions).</p> <p>Participate in a dialogue simulation with more complex exchanges (e.g., making requests, expressing opinions).</p>	Real-time peer conversations via Seewo, with teacher feedback on responses.	<p>Collaborative Learning and Immediate Feedback Method</p> <p>1. Structured Pair or Group Discussions: Set conversation topics or scenarios, guiding peers to discuss in real-time to practice language and communication skills.</p>			✓

Topics	Weeks	Lesson plans	Seewo Application	Teaching method	-1	0	+1
				2. Active Monitoring: Observe conversations, noting language use, accuracy, and engagement. 3. Instant Feedback: Interject with feedback on specific responses to clarify, correct, or expand ideas, ensuring learners improve during the activity. 4. Reflection and Adjustment: Encourage students to incorporate feedback immediately, enhancing their understanding and confidence.			
Grade: 6 Number of Students: 50 Teaching Materials: With And Without Seewo application							



มหาวิทยาลัยรังสิต Rangsit University

2024.11.1

Item Objective Congruence (IOC) Form 1

NO.	ITEMS	-1	0	+1
Teacher Usage and Competency				
1.	Your teachers were using Seewo in the classroom with great frequency.			✓
2.	Your teacher know everything about Seewo.			✓
3.	Your teacher regularly used Seewo's Assisted Instruction feature in his or her classes.			✓
4.	Your teacher regularly used Seewo's courseware optimization features in their courses.			✓
5.	Your teacher regularly used Seewo's video teaching feature in his or her classes.	✓		
Student Engagement and Interaction				
6.	You'd had a hands-on experience with Seewo in a classroom setting.			✓
7.	You liked to get up on stage and work Seewo during class.			✓
8.	You found Seewo easy to operate and use, don't you?			✓
9.	You loved it when your teachers used Seewo for their lessons, don't you?			✓
10.	You thought that using Seewo was more likely to make you more interested in the English Speaking Skill, don't you?			✓
11.	You thought using Seewo in English Speaking Skills was more helpful for you to understand the points, don't you?			✓
Perceived Learning Impact and Preference				
12.	Teachers had more active classes when they use Seewo to teach, right?		✓	
13.	Teachers were more likely to prompt you to communicate with them when they are using Seewo to teach, right?			✓
14.	You found Seewo's learning resources about English speaking skills informative, don't you?			✓
15.	You preferred Seewo classroom to the traditional classroom, don't you?			✓
16.	Other features of Seewo that your teachers used regularly in their lessons.			✓
An Open-ended Question				
Please give additional comments and suggestions				

Item Objective Congruence (IOC) Form 2

Lesson Plan

Date/Time.....

Topics	Weeks	Lesson plans	Seewo Application	Teaching method	-1	0	+1
Pronunciation	Week 1	Read aloud a list of 10 words that include common phonetic sounds (e.g., /th/, /sh/, /ch/). Read aloud a new list of 10 words, including more complex phonetic sounds.	Pronunciation tool with interactive sound feedback.	Guided Practice Method 1. Introduce Sounds: Start with phonetic breakdowns of challenging sounds, demonstrating mouth positioning. 2. Practice and Feedback: Have learners mimic sounds; the tool provides instant feedback, showing alignment with native pronunciation. 3. Repetition and Reflection: Encourage repeated practice, with learners adjusting based on feedback.			✓

Topics	Weeks	Lesson plans	Seewo Application	Teaching method	-1	0	+1
				4. Progress Tracking: Show learners their improvement over sessions to motivate continuous refinement.			
Vocabulary Usage	Week 1	Answer simple questions using basic vocabulary (e.g. "What do you like to eat?"). Answer 5 questions using thematic vocabulary learned during the training.	5 Interactive flashcards and quizzes.	Reinforcement and Retrieval Practice Method 1. Introduce Concepts: <u>Begin with</u> interactive flashcards that present key vocabulary or concepts with images and sounds for context. 2. Active Recall Practice: Encourage learners to engage actively by guessing the answer before flipping each card. Immediate feedback reinforces correct responses. 3. Quizzes for Reinforcement: Use quizzes at intervals to test retention,			

Topics	Weeks	Lesson plans	Seewo Application	Teaching method	-1	0	+1
				<p>prompting learners to recall and apply knowledge.</p> <p>4. Spaced Repetition: Schedule flashcards to reappear based on performance, helping learners remember over time.</p>			
Fluency	Week 2	<p>Describe a picture with 3-5 sentences. Evaluate based on fluidity and hesitation.</p> <p>Describe a picture with 5-7 sentences, focusing on fluidity and coherence.</p>	<p>Seewo displays pictures, provides sentence starters, and records responses.</p> <p>Virtual role-play simulations.</p>	<p>Situational Learning and Guided Response Method</p> <p>1. Contextual Setup: Present real-life scenarios through pictures to set the scene and immerse learners in context.</p> <p>2. Guided Language Use: Provide sentence starters to scaffold responses, helping learners formulate appropriate phrases or dialogue.</p> <p>3. Role-Play and Response Recording: Have learners</p>			

Topics	Weeks	Lesson plans	Seewo Application	Teaching method	-1	0	+1
				<p>respond to the scenario in real-time, recording their answers to review fluency and appropriateness.</p> <p>4. Feedback and Reflection: After recording, offer feedback and encourage self-reflection to refine language use and response delivery.</p>			
Sentence Structure	Week 3	<p>Complete 5 simple sentences (e.g., "I am ___ because ___").</p> <p>Complete 5 complex sentences (e.g., "I would like to ___ because ___").</p>	Seewo presents story prompts and allows recording for playback.	<p>Storytelling and Self-Assessment Method</p> <p>1. Prompt-Based Story Creation: Present engaging story prompts to inspire learners to create narratives, helping them practice language structure and creativity.</p> <p>2. Guided Recording: Encourage learners to record their stories, focusing on</p>			

Topics	Weeks	Lesson plans	Seewo Application	Teaching method	-1	0	+1
				<p>clear articulation, tone, and pacing.</p> <p>3. Playback for Reflection: Have learners listen to their recordings to identify areas for improvement in fluency and expression.</p> <p>4. Feedback and Iteration: Provide feedback, and allow learners to re-record, promoting gradual refinement of storytelling skills.</p>			
Communication Skills	Week 4	<p>Participate in a basic dialogue simulation with a peer or teacher (greetings, introductions, simple questions).</p> <p>Participate in a dialogue simulation with more complex exchanges (e.g., making requests, expressing opinions).</p>	<p>Real-time peer conversations via Seewo, with teacher feedback on responses.</p>	<p>Collaborative Learning and Immediate Feedback Method</p> <p>1. Structured Pair or Group Discussions: Set conversation topics or scenarios, guiding peers to discuss in real-time to practice language and communication skills.</p>			

Topics	Weeks	Lesson plans	Seewo Application	Teaching method	-1	0	+1
				2. Active Monitoring: Observe conversations, noting language use, accuracy, and engagement. 3. Instant Feedback: Interject with feedback on specific responses to clarify, correct, or expand ideas, ensuring learners improve during the activity. 4. Reflection and Adjustment: Encourage students to incorporate feedback immediately, enhancing their understanding and confidence.			
Grade: 6							
Number of Students: 50							
Teaching Materials: With And Without Seewo application							

Item Objective Congruence (IOC) Form 1

NO.	ITEMS	-1	0	+1
Teacher Usage and Competency				
1.	Your teachers were using Seewo in the classroom with great frequency.			✓
2.	Your teacher know everything about Seewo.			✓
3.	Your teacher regularly used Seewo's Assisted Instruction feature in his or her classes.			✓
4.	Your teacher regularly used Seewo's courseware optimization features in their courses.			✓
5.	Your teacher regularly used Seewo's video teaching feature in his or her classes.			✓
Student Engagement and Interaction				
6.	You'd had a hands-on experience with Seewo in a classroom setting.		✓	
7.	You liked to get up on stage and work Seewo during class.		✓	
8.	You found Seewo easy to operate and use, don't you?			✓
9.	You loved it when your teachers used Seewo for their lessons, don't you?			✓
10.	You thought that using Seewo was more likely to make you more interested in the English Speaking Skill, don't you?			✓
11.	You thought using Seewo in English Speaking Skills was more helpful for you to understand the points, don't you?			✓
Perceived Learning Impact and Preference				
12.	Teachers had more active classes when they use Seewo to teach, right?			✓
13.	Teachers were more likely to prompt you to communicate with them when they are using Seewo to teach, right?			✓
14.	You found Seewo's learning resources about English speaking skills informative, don't you?			✓
15.	You preferred Seewo classroom to the traditional classroom, don't you?			✓
16.	Other features of Seewo that your teachers used regularly in their lessons.			✓
An Open-ended Question				
Please give additional comments and suggestions				

Item Objective Congruence (IOC) Form 1

NO.	ITEMS	-1	0	+1
Teacher Usage and Competency				
1.	Your teachers were using Seewo in the classroom with great frequency.			✓
2.	Your teacher know everything about Seewo.			✓
3.	Your teacher regularly used Seewo's Assisted Instruction feature in his or her classes.			✓
4.	Your teacher regularly used Seewo's courseware optimization features in their courses.			✓
5.	Your teacher regularly used Seewo's video teaching feature in his or her classes.			✓
Student Engagement and Interaction				
6.	You'd had a hands-on experience with Seewo in a classroom setting.		✓	
7.	You liked to get up on stage and work Seewo during class.		✓	
8.	You found Seewo easy to operate and use, don't you?			✓
9.	You loved it when your teachers used Seewo for their lessons, don't you?			✓
10.	You thought that using Seewo was more likely to make you more interested in the English Speaking Skill, don't you?			✓
11.	You thought using Seewo in English Speaking Skills was more helpful for you to understand the points, don't you?			✓
Perceived Learning Impact and Preference				
12.	Teachers had more active classes when they use Seewo to teach, right?			✓
13.	Teachers were more likely to prompt you to communicate with them when they are using Seewo to teach, right?			✓
14.	You found Seewo's learning resources about English speaking skills informative, don't you?			✓
15.	You preferred Seewo classroom to the traditional classroom, don't you?			✓
16.	Other features of Seewo that your teachers used regularly in their lessons.			✓
An Open-ended Question				
Please give additional comments and suggestions				

Item Objective Congruence (IOC) Form 2

Lesson Plan

Date/Time.....

Topics	Weeks	Lesson plans	Seewo Application	Teaching method	-1	0	+1
Pronunciation	Week 1	Read aloud a list of 10 words that include common phonetic sounds (e.g., /th/, /sh/, /ch/). Read aloud a new list of 10 words, including more complex phonetic sounds.	Pronunciation tool with interactive sound feedback.	Guided Practice Method 1. Introduce Sounds: Start with phonetic breakdowns of challenging sounds, demonstrating mouth positioning. 2. Practice and Feedback: Have learners mimic sounds; the tool provides instant feedback, showing alignment with native pronunciation. 3. Repetition and Reflection: Encourage repeated practice, with learners adjusting based on feedback.			✓

Topics	Weeks	Lesson plans	Seewo Application	Teaching method	-1	0	+1
				4. Progress Tracking: Show learners their improvement over sessions to motivate continuous refinement.			
Vocabulary Usage	Week 1	Answer simple questions using basic vocabulary (e.g., "What do you like to eat?"). Answer 5 questions using thematic vocabulary learned during the training.	Interactive flashcards and quizzes.	Reinforcement and Retrieval Practice Method 1. Introduce Concepts: Begin with interactive flashcards that present key vocabulary or concepts with images and sounds for context. 2. Active Recall Practice: Encourage learners to engage actively by guessing the answer before flipping each card. Immediate feedback reinforces correct responses. 3. Quizzes for Reinforcement: Use quizzes at intervals to test retention.			✓

Topics	Weeks	Lesson plans	Seewo Application	Teaching method	-1	0	+1
				<p>prompting learners to recall and apply knowledge.</p> <p>4. Spaced Repetition: Schedule flashcards to reappear based on performance, helping learners remember over time.</p>			
Fluency	Week 2	Describe a picture with 3-5 sentences. Evaluate based on fluidity and hesitation. Describe a picture with 5-7 sentences, focusing on fluidity and coherence.	Seewo displays pictures, provides sentence starters, and records responses. Virtual role-play simulations.	<p>Situational Learning and Guided Response Method</p> <p>1. Contextual Setup: Present real-life scenarios through pictures to set the scene and immerse learners in context.</p> <p>2. Guided Language Use: Provide sentence starters to scaffold responses, helping learners formulate appropriate phrases or dialogue.</p> <p>3. Role-Play and Response Recording: Have learners</p>			V

Topics	Weeks	Lesson plans	Seewo Application	Teaching method	-1	0	+1
				<p>respond to the scenario in real-time, recording their answers to review fluency and appropriateness.</p> <p>4. Feedback and Reflection: After recording, offer feedback and encourage self-reflection to refine language use and response delivery.</p>			
Sentence Structure	Week 3	<p>Complete 5 simple sentences (e.g., "I am ___ because ___").</p> <p>Complete 5 complex sentences (e.g., "I would like to ___ because ___").</p>	Seewo presents story prompts and allows recording for playback.	<p>Storytelling and Self-Assessment Method</p> <p>1. Prompt-Based Story Creation: Present engaging story prompts to inspire learners to create narratives, helping them practice language structure and creativity.</p> <p>2. Guided Recording: Encourage learners to record their stories, focusing on</p>			V

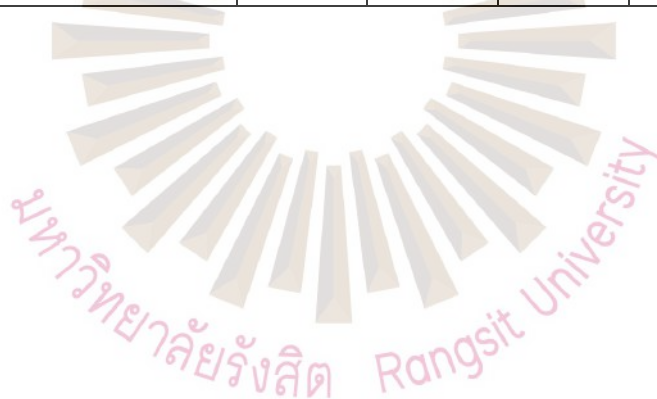
Topics	Weeks	Lesson plans	Seewo Application	Teaching method	-1	0	+1
				<p>clear articulation, tone, and pacing.</p> <p>3. Playback for Reflection: Have learners listen to their recordings to identify areas for improvement in fluency and expression.</p> <p>4. Feedback and Iteration: Provide feedback, and allow learners to re-record, promoting gradual refinement of storytelling skills.</p>			
Communication Skills	Week 4	<p>Participate in a basic dialogue simulation with a peer or teacher (greetings, introductions, simple questions).</p> <p>Participate in a dialogue simulation with more complex exchanges (e.g., making requests, expressing opinions).</p>	<p>Real-time peer conversations via Seewo, with teacher feedback on responses.</p>	<p>Collaborative Learning and Immediate Feedback Method.</p> <p>1. Structured Pair or Group Discussions: Set conversation topics or scenarios, guiding peers to discuss in real-time to practice language and communication skills.</p>			V

Topics	Weeks	Lesson plans	Seewo Application	Teaching method	-1	0	+1
				2. Active Monitoring: Observe conversations, noting language use, accuracy, and engagement. 3. Instant Feedback: Interject with feedback on specific responses to clarify, correct, or expand ideas, ensuring learners improve during the activity. 4. Reflection and Adjustment: Encourage students to incorporate feedback immediately, enhancing their understanding and confidence.			
Grade: 6 Number of Students: 50 Teaching Materials: With And Without Seewo application							

Yan

No.	Item Test No.	Expert 1	Expert 2	Expert 3	Average	Congruence
1.	Your teachers were using Seewo in the classroom with great frequency.	+1	+1	+1	+1	Congruent
2.	Your teacher knows everything about Seewo.	+1	+1	+1	+1	Congruent
3.	Your teacher regularly used Seewo's Assisted Instruction feature in his or her classes.	0	+1	+1	+1	Congruent
4.	Your teacher regularly used Seewo's courseware optimization features in their courses.	+1	+1	+1	+1	Congruent
5.	Your teacher regularly used Seewo's video teaching feature in his or her classes.	+1	0	+1	+0.67	Congruent
6.	You'd had a hands-on experience with Seewo in a classroom setting.	0	+1	0	+0.33	Incongruent
7.	You liked to get up on stage and work Seewo during class.	+1	+1	0	+0.67	Congruent
8.	You found Seewo easy to operate and use, don't you?	+1	+1	+1	+1	Congruent
9.	You loved it when your teachers used Seewo for their lessons, don't you?	+1	+1	+1	+1	Congruent
10.	You thought that using Seewo was more likely to make you more interested in the English Speaking Skill, don't you?	+1	+1	+1	+1	Congruent
11.	You thought using Seewo in English Speaking Skills was more helpful for you to understand the points, don't you?	+1	+1	+1	+1	Congruent

No.	Item Test No.	Expert 1	Expert 2	Expert 3	Average	Congruence
12.	Teachers had more active classes when they use Seewo to teach, right?	+1	0	+1	0.67	Congruent
13.	Teachers were more likely to prompt you to communicate with them when they are using Seewo to teach, right?	+1	+1	+1	+1	Congruent
14.	You found Seewo's learning resources about English speaking skills informative, don't you?	+1	+1	+1	+1	Congruent
15.	You preferred Seewo classroom to the traditional classroom, don't you?	+1	+1	+1	+1	Congruent
16.	Other features of Seewo that your teachers used regularly in their lessons.	+1	+1	+1	+1	Congruent





Pre-test And Post-test

Time	Pre-test	Post-test
Week 1		
Week 2		
Week 3		
Week 4		

BIOGRAPHY

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