VIDEO COURSES TO VOCATIONAL SCHOOL
STUDENTS' FOREIGN LANGUAGE LEARNING
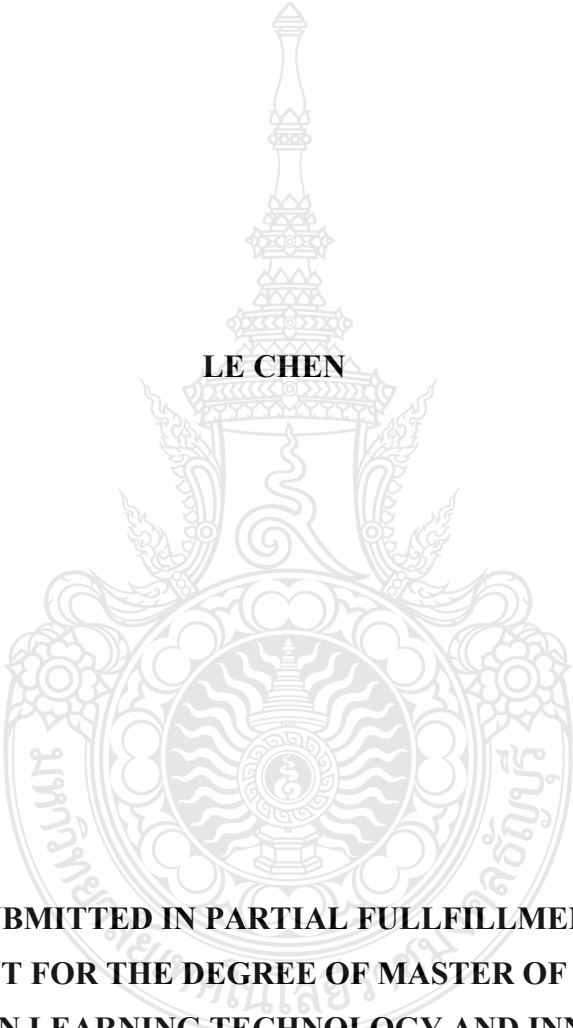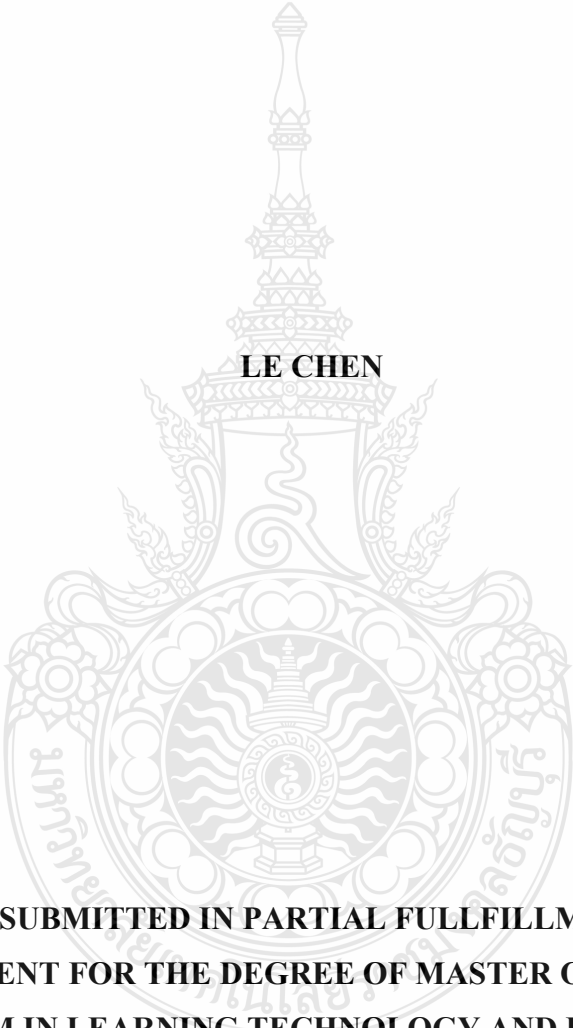
LE CHEN

VIDEO COURSES TO VOCATIONAL SCHOOL
STUDENTS' FOREIGN LANGUAGE LEARNING

LE CHEN

A THESIS SUBMITTED IN PARTIAL FULLFILLMENT OF THE
REQUIREMENT FOR THE DEGREE OF MASTER OF EDUCATION
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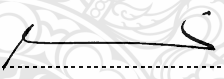**Academic Year**   2022

ABSTRACT

The purposes of this research were to: 1) investigate how students in vocational schools study a foreign language with the aid of digital media, 2) determine the association between the use of digital media and foreign language proficiency of vocational school students through their listening, reading, writing, and oral expression, and 3) ascertain if learners of diverse ages, genders, and levels of foreign language ability use digital media in the same way.

The samples of this research included 30 vocational school students. The research instruments consisted of: 1) the digital media in foreign language teaching skills, 2) a pretest and a posttest for the achievement assessment, and 3) a satisfaction questionnaire to evaluate students' satisfaction with the application of digital media in foreign language teaching skills.

The research results indicated that the use of online videos for foreign language instruction could help improve students' listening, speaking, reading, and oral expression. The pre-test and post-test scores of foreign language listening, reading, writing, and oral expression for vocational school students using the online videos were significantly different ($p < .05$), and after adopting the online videos, vocational school students' satisfaction was at a high level.

Keywords: educational technology innovation, CALL (computer assisted language leaning), vocational school, English learning

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CHAPTER 1
INTRODUCTION

1.1 Background and Statement

Nearly every element of modern life has been touched by technology, and education is no different. The Times' growth coincides with a progressive expansion of the use of digital media technology in education. Multimedia includes text, image, sound, animation and video plays a significant role in the teaching of foreign languages in vocational schools because it offers students a vivid understanding of the material, a learning artistic conception, stimulates students' enthusiasm for learning, and can effectively spur students' innovative thinking, among other benefits.

In addition to helping suggest and assess if a behavior is feasible, digital media can help students improve their proficiency in a foreign language and ease some of the administrative work associated with learning. The ability to learn through numerous senses is most effective. Comparing watching and hearing alone to an audio-visual mix, understanding and memory rates are significantly greater. With the quick advancement of contemporary science and technology, multimedia and audio-visual education have been included into classroom instruction, changing the traditional teaching approach and adding color to classroom instruction.

The development of information technology has triggered the transformation of news and information communication. Extensive and profound changes are taking place in both media form and operation, macro communication environment, media pattern and micro product content. With the increasing development of computer technology, the new generation of digital communication media has officially entered everyone's vision. The traditional radio, television and film have been quickly replaced by digital audio, digital video and digital film.

Digital media is what people think of at the first time, but the real application of digital media is not limited to media. With the popularization of broadband network, in the process of daily business processing, enterprises will face more and more abundant online media and content, that is, some video, audio, text, image and other transaction records, which have become digital media. Digital media enables people to carry out one-

to-one sales and promotion of communication, life and work that could not have been realized. Multimedia distance education in the education industry belongs to digital media education.

Foreign language is an important tool for people to carry out international communication The basic abilities of foreign language learning mainly include listening, speaking, reading and writing. The cultivation of these abilities is also the core task of Comprehensive English Teaching in vocational colleges Therefore, only by comprehensively improving the foreign language listening, speaking, reading and writing ability of vocational college students can we promote the all-round development of students and enhance their professional competitiveness.

Technology advancements have made it simpler for teachers and English language learners to access a variety of resources for real input and communication with native and non-native English speakers worldwide. Since the beginning of computer-assisted language learning, there has been discussion about how technology can help motivate students to learn a language. As technology has advanced, the variety of uses of technology in and outside of the classroom has expanded, increasing the potential for increased motivation. The setting in which I teach is a sizable private vocational school in the suburb of Beijing, where one could anticipate that technical advancements there are significantly greater than in many other nations throughout the world, including Europe and the United States.

Most Power Point course materials for English subjects these days tend to concentrate on the audio of the animation and integrate animation and sound. This makes it easier for students to comprehend the passage's or dialogue's content. Teaching materials in the form of cartoons help students learn language more vividly by enhancing their visual and auditory sensory effects.

However, the issue that cannot be ignored is that using multimedia technology to present these articles or dialogue materials to students only shows them the context and sound language, not to replace the students in the situations the teacher creates for them to practice communication in English or to train their thinking.

This paper will insert video courseware as the specific research object, in order to this type of courseware model graduate digital media impact on education.

1.2 Research of Objectives

        1.2.1 To identify video courseware applications that can aid in the foreign language acquisition of students in vocational school.

        1.2.2 To determine the association between the use of video courseware and the level of foreign language proficiency of vocational school students in listening, reading, writing, and oral expression.

        1.2.3 To determine if learners with different ages, genders, and levels of foreign language proficiency use video courseware in the same way.

1.3 Research Hypothesis

        There are three research hypotheses as to the following:

        1.3.1 The effectiveness of using video courseware in foreign language learning according to criteria standard equal to E1/E2 =80/80.

        1.3.2 With a statistical significance level of 0.05, foreign language listening, speaking, reading, and writing test results differ between vocational school students who use video courseware and those who receive traditional instruction.

        1.3.3 Students in vocational schools are satisfied with how video courseware technology is used in the classroom, and their proficiency in applying foreign languages has increased.

1.4 Conceptual Framework

        One independent variable is whether video courseware is used in the classroom. Achievement in learning a foreign language is a dependent variable (the dependent variable is divided into listening, reading, writing and oral expression)

1.5 Research of Methodology

        1.5.1 The population: The sample of this study includes 30 vocational school students studying in the first semester of 2019.

        1.5.2 The research tools include 1) the use of video courseware in foreign language teaching skills, 2) a pretest and a posttest as an achievement assessment, and

3) the satisfaction questionnaire to evaluate students' satisfaction with the application of video courseware in foreign language teaching skills.

      1.5.3   The data were analyzed using Mean, Standard Deviation, and Correlation Analysis.

      1.5.4   Variables: Independent variables include whether to use video courseware for teaching.

      1.5.5   Dependent variable is foreign language learning achievement (the dependent variable is divided into listening, reading, writing and oral expression) with statistical significance 0.05.

      1.5.6   Data analysis.

      1.5.6.1   The efficacy according to criteria equal to E1/E2

      1.5.7   The scores of vocational school students through the use of video courseware applications defined by averages and standards.

      1.5.7.1   Research questions in this study attempted to answer the following research questions: what are the foreign language application skills under video courseware to improve students' listening, speaking, reading and oral expression.

      1.5.7.2   What is the difference between the pre-test and post-test scores of foreign language listening, reading, writing and oral expression through the use of video courseware applications for foreign language education for vocational school students?

      1.5.7.3   what is the satisfaction level of vocational school students through the use of video courseware applications?

1.6 Definition and Scope of the Study

      This study has some limitations and can identify potential weaknesses in the use of video courseware in foreign language teaching. Participants in this study were limited to vocational school students from 1 school. The study was conducted in the first semester of the 2019 academic year. In this study, the exploration of video courseware technology for the development of foreign language ability is limited to a certain range, because there is a controlled learning management system.

The scope of this study is mainly based on the teaching plan to improve the listening, speaking, reading and writing ability of vocational school students, so as to improve the language skills of vocational school students.. The participants of this study include 30 students enrolled in English subjects in 2019 academic year. Instructors use video courseware connected to the learning portal to learn skills. This study uses the research method to teach 8-hour foreign language listening, speaking, reading and writing ability through the use of video courseware, and carries out performance test and approval questionnaire survey.The data analysis were Standard Deviation, Mean and t-test.

1.7 Definition of Key Terms

    1.7.1 Krashen's Input Hypothesis Theory

        At present, the second language acquisition theory of American linguist Stephen Krashen is the most widely circulated and recognized in the world. This theory consists of five hypotheses, of which the most influential and core part is "Input Hypothesis Theory". This theory can help us a lot when we don't know how to choose and use a large number of English resources.

        In general, the "Input Hypothesis Theory" contains four main points:

        1) Input materials should be comprehensible input. Learners must understand what the input material means. For learners, incomprehensible input is just a kind of noise, which belongs to invalid input.

        2) Input materials should be relevant and interesting. Relevant materials make it easier for learners to concentrate. Interesting materials can stimulate interest and motivation in learning. When the brain encounters relevant and interesting things, it will more actively absorb and process information. Therefore, the better it will remember, the better the learning effect will be.

        3) Input materials shall comply with the "I + 1" principle. I represents the current level of learners and 1 represents the new difficulty. The language difficulty of input is slightly higher than the learners' existing ability. It is a kind of difficulty of "jumping and being able to" jump.

4) The input material shall reach a sufficient amount. The input materials meet the above three criteria and are not enough to acquire the language. Such input must reach a sufficient amount. Only by continuously inputting a large number of interesting language materials and practicing them in practice can we gradually master a new language.

1.7.2 Chomsky's language acquisition mechanism

American cognitive linguist A. N. Chomsky's transformational generative grammar holds that language is a system dominated by rules, and people have natural language acquisition mechanism and language ability. Human beings use language not by mechanical imitation and memory, but by constantly understanding, mastering language rules and creatively using language by drawing inferences from one instance.

Chomsky believes that it is not enough to describe the grammatical form, but to explore the universal human "grammatical ability" hidden behind the grammatical behavior. This language ability combines meaning and form and improves the static description to dynamic description through a set of conversion rules from "deep structure" to "surface structure".

1.8 Significance of the Study

The research focus to the following:

1.8.1   This study offers a new perspective on how video courseware technology is used in the classroom to develop the foreign language proficiency of students in vocational schools. In order to enhance the effectiveness and quality of education, it also encourages teachers to implement blended learning in the classroom.

1.8.2   This study contributes to the development of effective methods and adds to our knowledge of how to use video courseware to teach foreign languages to students. In order to increase the efficacy of educational quality, it also encourages teachers to implement blended learning in the educational process. When teaching foreign language reading skills to vocational school students, education quality can supplant the conventional approaches.

1.8.3   This study proposes similar issues by demonstrating the paucity of educational research on the methods, competencies, and instructional approaches used by

teachers when developing lesson plans with vocational school students. Because vocational school students have varying levels of proficiency in foreign languages, listening, speaking, reading, and writing, teachers are encouraged to use diverse learning strategies to enhance the quality of instruction.

       1.8.4 This study introduces the approach and effectiveness of a video courseware technology platform to replace conventional foreign language teaching techniques are discovered in this study. It also addresses related issues, demonstrating how little educational research is utilized in vocational students' learning.

CHAPTER 2
REVIEW OF THE LITERATURE

This chapter focused on reviewing the previous studies related to the following area relevant to this research.

2.1 Evolution of new media

2.2 Media evolution and education development

2.3 Dual Coding Theory

2.4 Mode of the social education function of new media

2.5 Overview of digital media education

2.6 Problems existing in practice teaching of digital media education

2.1 Evolution of new media

The process of a new species emerging "instead of" an existing one is also referred to as evolution by evolutionary theorists in contemporary media. "Medium into is a system of self regulating and self organizing, its mechanism is remedial media, meaning the epigenetic media has remedial impact to Media," according to Paul Levinson. From oral to written to electronic to digital to today's new media, even the new new media, media have undergone continual evolution through human usage and selection (G. Chen 2015, On Paul Levinson's Theory of Remedial Media and Its Value, Journal of Ningbo Radio & TV University 4).

Before the invention of speech, people could only express themselves through their body language and senses. Humans developed language and began using oral communication after thousands of years of evolution. The most common form of human communication has always been oral media. Humans entered the era of text communication after text media first appeared. Text is a wonderful creation. Text remains indispensable despite numerous changes in media technology. However, the repetitive communication effect of text did not satisfy humans. The development of electronic media like the radio, telephone, phonograph, and camera in the second half of the 19th century marked the beginning of the era of nonverbal communication (Saurabh Kausha

2014, Different Aspects of Intercultural Nonverbal Communication, Asian J. of Adv. Basic Sci.: 2(2), 2014, 31-39).

When voice, image, or video were added to or substituted for the boring text-based media, the communication effect was significantly enhanced. One of this era's major inventions was television. After language and writing, it helped human communication reach its third apex because to its unmatched popularity and accessibility (Saurabh Kausha, 2014).

With the birth of the first computer in 1946, computer technology and digital technology gradually developed, personal computers, small terminals such as PDA, mobile phones gradually popularized. In the 1980 s, the personal computer multimedia technology in development stage, the multimedia computer division principle, storage and transfer text, images, video, animation, sound and so on many kinds of media information, make the person can communicate with computer through audio and visual senses real information interaction, when compared to the electronic medium of the communication effect more dynamic, also increased the interactivity. At the same time, Internet technology is also developing, and Internet technology is the main technology of new media and new media in the 21st century (S. Verlag, 2016, Education Innovation).

Paul Levinson (2009) called the first generation of Media on the Internet New Media, such as E-mail, Amazon online bookstore, online editions of newspapers, message boards, chat rooms, etc. Calling the second generation of media on the Internet the New media, Such as Blog, Wiki, Second Life, Facebook, Podcast, You tube, etc. This stage of new media and New Media has changed the traditional mass communication and interpersonal communication. They gather a huge amount of information and are more interactive and real-time. From Paul Levinson proposed "new media", a short short few years, along with the digital technology and Internet technology, the rapid development of mobile communication technology, smart phones, tablets, such as the popularity of smart mobile terminals, mobile devices such as smart watches, Google glasses, new media campaign changed again, The portability of mobile terminals makes it convenient for people to obtain and transfer information anytime and anywhere, and communication becomes fragmented and personalized. The emergence of rich media technology has enriched the interactive experience between people and media. It has gone beyond the

"linear selection" interaction form of multimedia technology and can be dynamically driven and real-time response. Rich media not only provides the expression forms of various media types such as text, pictures, video and audio, animation, etc. What is more important is to provide users with unprecedented interactive experience and UI (user interface) display, so as to grasp users' eyes tightly and improve users' participation, experience and resource adhesion. Compared with the previous stage, new media in this period began to pay attention to user experience, including not only interactive experience, but also interactive experience. Personalized information can also be provided to users based on their information acquisition preferences. Learning media environment has been formed, anyone can get any information needed at any place, at any time to carry out learning activities (Paul Levinson, 2009 New Media: International Edition, Pearson Schweiz Ag).

2.2 Media evolution and education development

From the perspective of educational communication, education is an information communication activity between the educator and the educated. The teaching information is loaded on the media and uploaded to the educated. The educated receive the information and understand and digest it according to their own cognitive way, so as to construct their own knowledge. The dissemination of teaching information cannot be separated from the carrying capacity of the media. The development of the media will inevitably lead to the change of the dissemination methods, forms and effects of teaching information, and then lead to the change of educational ideas, educational forms and educational practices (D. Butler, M. Leahy, 2021, British Journal of Educational Technolog, 5).

Education in ancient society originated from the way our ancestors made a living, and its contents were mainly the skills in life and production. Usually, the younger generation in the family watched and imitated the skills displayed by the experienced elders in hunting and labor, and the educational information was unconsciously transmitted through people's body language. The appearance of spoken language overcomes the ambiguity and uncertainty of body language transmission, and the superiority of oral transmission pushes mankind into the period of cultural transmission

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in a real sense. The elders in the family began to consciously impart experience, taboo and belief knowledge to the younger generation, education sprouted and developed, and full-time teachers began to appear. The oral form of language determined that the form of education in this period was teacher-apprentice teaching and story-telling. With the emergence of writing, literature has gradually become the carrier of information transmission to inherit and record human culture (P. Monroe, 1905 A Text-Book in the History of Education, Macmillan, New York).

The use of characters in educational communication has contributed to the transformation of education, that is, from the ancient family education to small-scale "public education". This period saw the emergence of schools and the separation of education from other social activities. With the invention and application of paper making and printing, printed books appeared, teaching books came into being, and class teaching system appeared in schools. Printed books made it possible for words to be copied in large numbers, for knowledge to be easily stored and popularized, and for the scope of education to be expanded. In addition to teaching by teachers, students can acquire knowledge through independent reading. From the stage of oral communication to the stage of written communication, the evolution of media is very slow, but it has had a profound impact on cultural communication and education. The evolution of media in this period promoted the transformation of educational organization form from "family type" to "class type" (Sun Peiqing, 2019 Chinese Education History, Huadong Normal University Press).

Since the 1920 s, the industrial revolution promoted the rapid development of science and technology, some new media technology, such as photography, slide projector, silent films were introduced in the field of teaching, to the traditional manual operation, mainly teaching brings new technology to cattle in the United States during this period has formed the thought of "visual teaching". With the invention and application of radio and sound film, visual teaching gradually evolved into audio-visual teaching (TD Collins, P. Fung, 2002 A visual programming approach for teaching cognitive modelling, Computers & Education, 2).

The essence of audio-visual teaching is to promote the use of audio-visual media which can provide direct experience or substitute experience in order to improve the

teaching effect. Television is a kind of very important media audio-visual teaching period, to promote social education and remote education plays an important role on television in the application of education to teach the teacher put forward higher request, behind the push from the front of the classroom teachers to TV, however, requests the teacher own teaching must be closely cooperate with complex television information together (Janssens 1977, Stimulating Motivation through Audio-Visual Aids Based on, ELT Journal, 43).

The media in the stage of electronic audio-visual communication developed very rapidly. The application of these electronic media in teaching enriched the educational methods and formed the concept of audio-visual education in this period. On the one hand, the application of audio-visual media in education has improved the efficiency of knowledge transmission. On the other hand, the scope of education has broken through the limitation of fixed classes, the time of education has broken through the limitation of fixed courses, and teaching has been expanded in the dimension of time and space (T. Chen, Rao, R. R., 1998, Proceedings of the IEEE).

Until the 1990s, with the development of information technology, multimedia computers have been increasingly used in education, gradually replacing audio-visual media as the main medium in teaching. During this period, many media based on computer technology and network technology (such as E-mail, network chat room, video conference, etc.) and special teaching media (such as multimedia courseware, teaching program, multimedia teaching system, network teaching platform, etc.) also emerged in education. Later media that should be used in education began to include blogs, Second Life, educational games (KF Hew, WS Cheung, 2010, Use of three-dimensional (3-D) immersive virtual worlds in K-12 and higher education settings: A review of the research, British Journal of Educational Technology, 4).

Multimedia Internet interactive media during this period and contribute to the development of the third generation of the application of remote education, promoting the rise of the ideas of lifelong education, the adult education, social education have had an impact, especially with its superior performance, interactive and intelligent enrich the classroom teaching, the school education has brought the huge change. Students can acquire and absorb knowledge through more interactions with media to complete

learning, so as to meet students' self-paced learning needs and promote students' personalized teaching, and teachers' role of completely leading teaching begins to change to the role of guiding and encouraging students to learn. At the same time, the teaching concept of this period changed from "teaching-centered" to "learning-centered". In addition, the application of media in teaching during this period enriched and promoted the application of collaborative learning, inquiry learning, discovery learning and other teaching modes in daily teaching, and school education began to pay more attention to the cultivation of ability and quality (Aygün, 2001, An integrated framework for interactive multimedia presentations, Proceedings of the 9th ACM International).

Since the 21st century, media have been updated at a faster and faster rate. More new media and new media have been born in just a few years than in the past decades, centuries or even longer, with rich varieties and perfect features. These both digital and wisdom to diversification, individuation, human nature, the new media has melt into our lives, influence and changing social life, political, economic, cultural and human itself, also injected new impetus into the education in this period, to the education system of theory and practice has brought the huge impact and challenges (D. P. Mace, 2009, Making Practice Public: Teacher Learning in the 21st Century, A. Lieberman, Journal of Teacher Education, 10).

2.3 Dual Coding Theory

Paivio's dual coding theory originates from Paivio's research on noun adjective pairs and noun noun pairs, and how these aspects of language evoke psychological images (Paivio1965). In some early experiments, images were caused by the word "nail". The general results of these studies also show that concrete nouns seem to generate more reliable images than adjectives or abstract nouns. These word and image discoveries will evolve into Paivio's dual coding theory, which describes the special cognitive resources used by learners to process linguistic and non linguistic information (Paivio, 1986). Humans seem to have independent systems for processing verbal and nonverbal information. The interrelation between verbal and nonverbal information also helps to remember knowledge. For example, an image may be given a spoken name, and the name may be associated with the image. In addition, a single image can be associated with

multiple names, and a name can be associated with multiple images (Paivio, 1991). The theory also describes the working memory resource unit called "etymology" in the speech processing system and the "etymology" in the nonverbal processing system, as shown in Figure 2.1.
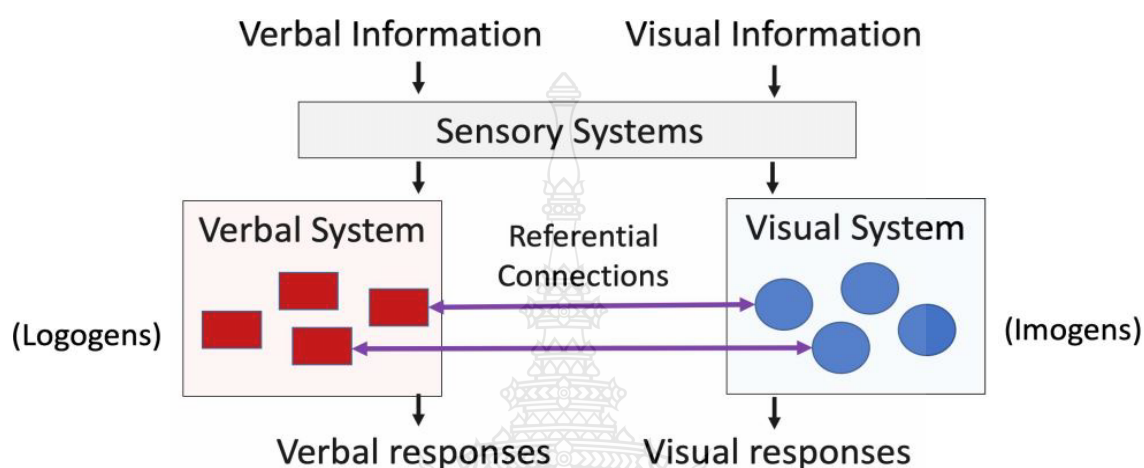
Figure 2.1 Dual coding theory (Paivio, 1986)

2.4 Mode of the social education function of new media

The social education function of new media includes two categories. One is the social education function of media text, which is the same as that of traditional media, such as newspapers and magazines. The second is the social function caused by the content of new media itself, such as animation and games. Although traditional media also has similar content, it is basically different. Globally, we can see that online games have a huge impact on the lives of teenagers. When new media brings great convenience to our lives, everyone will find that there are more bad media than ever before. Gambling websites and pornographic videos have brought negative effects on society. Because China is a very strict society of Internet censorship, although the Internet cannot be used conveniently in China, it has to be said that there are two aspects to everything, and there are relatively few bad content in China's new media.

The social education functions of new media include the guidance of correct values, the promotion of traditional cultural virtues, the inheritance of excellent culture, the introduction of beautiful scenery, and the promotion of good people and good deeds.

From TV, mobile phones, elevator billboards, and so on, such content makes people, especially teenagers, live in a world full of goodwill from childhood, and plays a positive role in the formation of personality.

The second aspect of the social education function of new media is that in schools, from classrooms to dormitories, learners can have more direct access to the world through new media. For example, in primary schools in Beijing, students can clearly see the beautiful beaches, clear water, ancient Buddhist temples, and the sound of sea breeze and waves in Phuket, Thailand, through the network.

Third, in terms of educational technology, new media makes education more vivid and concrete. Students can use multimedia to see microscopic molecules, particles and cells, as well as macroscopic cosmic and solar system movements.

At present, the social education function of new media has not received more comprehensive attention and research.

2.5 Overview of digital media education

Technological innovation has changed the social, political, economic, and cultural fabric of life since the end of the Cold War (Taylor, 2001). Information and communication technology (ICT) has been instrumental in social transformations – from the industrial society of the 20th century to the network society of the new age of informationalism - where even intercontinental neighbors are now one button-push away (Castells, 1996). Elearning also discussed in the context of "whether distance education forms part of the meaning and whether the term is related to networked computers or independent computers (or even computers)" (Czerniwicz et al., 2005). Computer is obviously an important part of online learning. However, most scholars and IT practitioners in higher education institutions tend to emphasize network and learning rather than single computer They allow the use of the Learning Management System (LMS), which is the basis of the e-learning process. LMS can best be defined as the hardware and software environment supporting the learning programs and processes of the network (Carlier, 2005) and its functions.

At present, almost all televisions in the world are digitalized. In fact, today, digital TV is very common in most of our society. Therefore, media education should

include this new media into its research scope. The research aimed at realizing the function of media education is increasing day by day, that is, education for our ever-changing environment. In the television broadcast on digital television, under the background of permanent changes in technology and social economy, the diversity of traditional education models in various countries is a demonstration and reflection on the digital community television program of vertebral body. In terms of form, the main contents of the experts' suggestions are: a) In the 21st century, consider the importance of education in the community, and study the environment and relationship of the community. b) The general law defines a living environment. In the context of transformation, no one can really participate in it; c) As the implementer of digital TV, we need to study the background of education and community education. On the basis of the medium paradigm, we need to establish a changing environment. We need to display the image of digital TV, which is a new challenge in the environment of globalization. The goal of a middle-income person; d) The status of digital TV companies in community education and their importance in society.

In the past few years, the growth of educational content in the Internet industry and the increase of Internet use in the education system have been very rapid. Many researchers have investigated the supply and demand of Internet education for profit-making Internet education start-ups and the use of the Internet to improve education in the current offline education system. Although both countries are growing rapidly, the key question remains how effective they are in improving educational productivity. Scholars in the United States, China and Europe have reported on the current situation of the industry and speculated on the possible direction of the industry in the next few years. Some scholars believe that. Both sides of the market may have a significant impact on the productivity of the education system in a limited area, at least in the short term. These are likely to be enterprise information technology training and MBA-style executive education, and the overall impact on education productivity may still be small. These studies are obviously too pessimistic. In the past decade, from a global perspective, the Internet has completely affected every aspect of education, whether it is basic education, secondary education, vocational education or higher education (Austan Goolsbee 2000 Education and the Internet).

If new media and educational technology have a great role in promoting education, the emergence of MOOC has changed the world's education, and has had a huge impact on education forms, teaching methods and learning forms. MOOC is the most interesting phenomenon in the scientific community, because it is growing exponentially (Liyangunawardina, Adams & Williams, 2013; Mart í - Rod Nez í Gates and Garcia í a, 2014 and Yuan&Powell, 2013). These courses are an expanding phenomenon in the world, and provide an obvious example of interruption (Anderson & McGraw, 2012; Conole, 2013 and V á zquez Cano Lopez & Sarasola, 2013), because of the low cost and high participation of participants and their adaptation to the new social needs of education. Therefore, the destructiveness of MOOC can only be verified as an experiment to test new methods, technologies and new ways of organizing education (Pern í as & Lujan Mora, 2013). From the perspective of pedagogy, this phenomenon can be seen as an "explosion" rather than a kind of destruction (Roig, Mengual Andr é s & Suarez, 2014), which cannot let us ignore the reactions they cause. These courses are hosted by various platforms with different backgrounds and methods, which led to MOOC based on the following contents: network teaching, connectivity theory and its teaching model (Siemens, 2005); Tasks, based on competency-based compliance (Cormier & Siemens, 2010) and content (Pern í as & Lujan Mora, 2013; V á zquez Cano, 2013). Since the establishment of MOOC, most studies have focused on the concept and history of MOOC; Debate its challenges, possibilities and threats; By examining one or more platforms and courses, put forward case studies and reflect on students' participation (Liyanaunawardina et al., 2013). Since then, the focus has mainly shifted to the completion rate and the course quality itself (Baxter & Haycock, 2014; Halawa, Greene & Mitchell, 2014 and Jordan, 2014 (Manuela Raposo 2015 A Study on the Pedagogical Components of MOOC, Comunicar1-1).

2.6 Problems existing in practice teaching of digital media education

The new media has entered education on an irreversible scale and changed people's learning methods, but the voices of criticism and opposition have always existed. Supporters believe that the concept of using digital media emphasizes its potential to support problem-oriented, self-defined and cooperative teaching. At present, it is not clear

whether teachers have really utilized this potential. It is possible for new media to simply integrate into traditional teaching practice. The goal of many research projects reported is to contribute to the development of teaching practice theory in the context of new media. The project 1) determined the behavior mode of teachers using new media in the classroom, and 2) generated the hypothesis of possible connection between the behavior mode, professional knowledge of media use and subject disciplines. Using the low inferential category system and based on the identifiable pattern of using cluster analysis evaluation, some researchers analyzed the video records of 20 classes, and the results showed that between the two poles of "teaching" and "constructivism", different behavior patterns of teachers implementing digital media in the classroom can be identified, which can be described as the traditional teacher-centered and innovative student-centered. (C. Mueller, S. Bloemeke, D. Eichle, 2006). Teaching with digital media - Between innovation and tradition?. An empirical study on teaching practice in a media environment Zeitschrift für Erziehungswissenscha, 1-1.

There are three opposing researchers' views. One is that multimedia education makes learners' visual, auditory and perceptual abilities gradually decline, which in serious cases will affect students' intellectual development. Secondly, multimedia education overuses media and ignores the role of teachers and students. It is undoubtedly wrong to focus on educational technology itself rather than on learners. Finally, due to the complex form of multimedia education and the diversity of teaching concepts, it has brought great difficulties to teaching evaluation.

Through the above documents, such a trend can be seen. With the development of digital media and educational technology, new media inevitably enters the field of education. It will be an important topic in the field of education to give full play to the advantages of new media and avoid defects. Education, as the key element of transmitting concepts to learners, has many methods, and more and more appropriate hardware and software of multimedia are available, which opens a new perspective for universities and education centers. The use of these facilities for training seems to help achieve some ideal standards, such as the quality of education. In recent years, although some universities and educational centers have used multimedia teaching methods, there is still no evidence of curriculum evaluation. Multimedia distance education has been able to meet the needs

of users and learners at any place and time, even without any teacher. However, multimedia also has limitations, for example, students' social relations are limited. Using indirect communication instead of face-to-face contact may lead to the reduction of learners' experience (A. Asgary, M. Khaghanizadeh, 2010 Multimedia method of education, Education Strategies in Medical Sciences, 1-15)

CHAPTER 3
RESEARCH METHODOLOGY

The research used quantitative and qualitative methods to answer the research questions and guided the researcher to collect and analyze the data. This chapter was conducted according to the following structure:

3.1 Research Design

3.2 Data Assessment

3.3 Data Analysis

3.4 Data and Statistical Analysis

3.1 Research Design

3.1.1 The population: The sample of this study includes 30 vocational school students studying in the first semester of 2019.

3.1.2 The research tools include 1) the use of digital media in video courses for foreign language teaching skills, 2) a pretest and a posttest as an achievement assessment, and 3) the satisfaction questionnaire to evaluate students' satisfaction with the application digital media in video courses in foreign language teaching skills.

The researcher studies the sample group by giving the pretest and posttest as shown in the following diagram.

$$O_1 \quad X \quad O_2$$

O_1 = Measurement of the pretest score

X = Instructional activities

O_2 = Measurement of the achievement of the post test score

3.1.3 The data were analyzed using Mean, Standard Deviation, and t-test.

3.1.4 Variables: Independent variables include whether to use digital media for teaching.Dependent variable is foreign language learning achievement (the dependent variable is divided into listening, reading, writing and oral expression). The population: The sample of this study includes 30 vocational colleges students. studying in the first

semester of 2019. The research tools include 1) the use of digital media in foreign language teaching skills, 2)a pretest and a posttest as an achievement assessment, and 3) the satisfaction questionnaire to evaluate students' satisfaction with the application of digital media in foreign language teaching skills.

3.1.5 Dependent variable is foreign language learning achievement (the dependent variable is divided into listening, reading, writing and oral expression) with statistical significance 0.05.

3.1.6 The content is 64 words of basic English vocabulary in reading skills.

3.2 Data Assessment

3.2.1 Data armaments, the researcher experimented with an experiment was one group pretest and posttest design; the population selected by purposive sampling. The measure and statistics and armaments are the digital media in video courses for reading skill, pretest-posttest, questionnaire of satisfying data was Mean, Standard Definition, t-tests the dependent sample Statistics. Armaments statistics data after the experiment and calculate (O1) and (O2) for Mean (x) and also compared, arrangement for the experimental model by the video courses in process, for students to learn by themselves.

3.2.2 A request for cooperation with 23 school networks.

3.2.3 Plan to learn English subjects by analyzing listening, speaking, reading, writing and oral expression.

3.2.4 using of digital media in video courses for process learning and automatic cultivation of foreign language level, there are three steps: learning objectives, creative thinking and construction knowledge; pretest; points; posttest; assess students satisfaction; check pretest and posttest.

3.3 Data Analysis

3.3.1 The efficacy standard was E1/E2

3.3.2 Comparison of students' pre-test and post-test results in using digital media education.

3.3.3 Student satisfaction is defined by foreign language learning performance (dependent variables are divided into listening, reading, writing and speaking). Internet of things, mean value and standard definition.

3.3.4 The first semester of 2019, starting from January 2019 to April 2019, will take about three months.

3.3.5 There are pre and post-test achievement tests. Academic performance test is an important tool to evaluate students' academic performance, and it is of great significance to measure students' teaching progress and learning progress in a certain subject. Achievement tests are usually standardized tests that measure skills and knowledge learned at a certain grade level. Researchers used achievement tests for three reasons. First, when planning a good lesson or teaching, researchers must ensure accurate achievement test scores that clearly show students' knowledge and skills in the subject area. Second, achievement tests allow researchers to understand the effectiveness of students in practical theory and learning areas (Amanda, 2014). Third, the test also allows the researcher to assess the adequate validity and reliability of the test scores. Taking the English skill achievement Test (pretest and post-test) of full-time students as the research object, this study compiled a pretest and post-test questionnaire of English skill achievement test of full-time students, including listening, speaking, reading and writing four levels. Pre - and post-test design achievement tests were used, with an equal number of 30 items. All items on the test are multiple choice questions. The answers for each item include four options (A, B, C, D) defined in terms of the content and behavior of knowledge, understanding, application, analysis, synthesis, and evaluation of measurement tests.

3.4 Data and Statistical Analysis

3.4.1 Through data collection and questionnaire analysis, the following results are obtained:

3.4.1.1 The median should not be lower than 3.50.

3.4.1.2 The absolute value of the difference between the median and mode should not be higher than 1.00.

3.4.1.3 The quartile difference (IQ3-IQ1) should not be greater than 1.5.

3.4.1.4 IQR = quartile range (IQR< 0.50≥1.00 = congruence; Difference 1.00 > = inconsistent). Significance and level of expert opinion on selected pedagogical theories (Paivio, 1986). Its significance is shown in Table 3.1, which is used to analyze the significant differences in respondents' views on educational theories.

Table 3.1 Mean and level of expert opinions on selected psychology theories.

No.	M	Level of opinion
1.	1.00 – 1.49	Strongly disagree
2.	1.50 – 2.49	Disagree
3.	2.50 – 3.49	Neutral
4.	3.50 – 4.49	Moderately agree
5.	4.50 – 5.00	Strongly agree

Note: M = mean.

The level of the standard deviation. Measures of the dispersion of a collection of data from its Mean (Wongrattana, 2003) were as follows:

0.000-0.999   means   less spread apart data.

More than 1.000   means   more spread apart data.

Interviews and judgments are expert opinions on digital media in video courses education theory, qualification requirements, training methods and evaluation.

3.4.2 Data analysis. Researchers conducted data analysis according to the following steps:

3.4.2.1 Find out the effectiveness of digital media in video courses for students according to the criterion E1/E2 = 80/80.

3.4.2.2 The first 80 points are the average points obtained by students through digital media education during their studies. At least 80% of the test result after instruction.

3.4.2.3 The second 80 refers to the average score of the percentage of students who answered correctly. Score at least 80 percent on the test.

3.4.3 Comparison of academic performance before and after digital media in video courses. Sample students rely on the sample using the t-test model. The feedback

analysis of middle school students on the proposed digital media education in the questionnaire level 5 Likert scale. The analysis scores are as follows:

     5 Very Satisfied

     4 Satisfied

     3 Neutral

     2 Dissatisfied

     1 Very dissatisfied

       3.4.4 The result of the score was interpreted by collecting all the questionnaire answers and calculating them into Mean (*M*) and Standard Derivation (*SD*). The resulting score will be between 1.00 and 5.00. The meanings of the score were translated as the following:

    4.51 to 5.00   means   indicates the highest level of opinion.

    3.51 to 4.50   means   indicates the opinions are high.

    2.51 to 3.50   means   indicates a moderate level of opinion.

    1.51 - 2.50   means   indicates the opinions are low.

    1.50 - 1.00   means   the comments are minimal.

The bare statistics in data analysis include:

3.4.4.1 The arithmetic mean formula Mean (*M*) in this study was:

$$\overline{X} = \frac{\sum X}{N}$$

    $\overline{X}$ represent   Arithmetic Mean.

    $\sum X$ represent   Sum of all score results.

    N represent   Number of students.

3.4.4.2 The formula of Standard Derivation (*SD*.) in the study was:

$$SD = \sqrt{\frac{\sum\left(x - \overline{x}\right)^2}{N}}$$

SD represents   Standard Derivation.

x represent   Student Score.

$\overline{X}$ represent   Mean Score.

N represent   Number of students.

3.4.4.3 The formula used for the percentage was:

$$P \quad = \quad \frac{f}{N} \times 100$$

P   represent   Percentage.

f represent   Frequency.

N   represent   Total frequency.

     3.4.4.4 The statistics used to determine the quality of the instruments were: In finding content validity of the achievement test, we conducted the IOC formula (Item Objectives Congruence) by following the formula below:

$$IOC = \frac{\sum R}{N}$$

IOC   represent   Index of correspondence between the test and the objective.

R   represent   Expert Rating.

$\sum R$ represent   Sum of individual expert scores.

N   represent   Number of experts.

Configuration expert scores were:

+1 means   The test measures are precisely the learning objective.

0   means   The Uncertainty the test measures are precisely what the learning objective.

-1   means   The test does not measure are precisely the learning objective.

3.4.4.5 The formula used in finding the difficulty index of the achievement test were:

$$P \ = \ \frac{R_{H+}R_{L}}{N_{H} + N_{L}}$$

p represent Difficulty level.

R_{H} represent The number of people who chose the highest option rate.

R_{L} represent The number of people who chose the lowest option rate.

N_{H} represent The Total number of people in the high group.

N_{L} represent The Total number of people in the low group.

3.4.4.6 The formula used in finding the item discrimination of the achievement test were:

$$r = \frac{R_{H} - R_{L}}{N_{H}\,or\,N_{L}}$$

r represent Discriminative score.

R_{H} represent The number of people who chose the highest option rate.

R_{L} represent The number of people who chose the lowest option rate.

N_{H} represent A Total number of people in the high group.

N_{L} represent The Total number of people in the low group.

3.4.4.7 The formula used in finding the reliability of the achievement test was:

$$r_{tt} = \frac{k}{k-1}\left[1 - \frac{\sum pq}{S^2}\right]$$

r_{tt} represent   Reliability score.

k represent   Number of items in the quiz.

p represent   The proportion of the right answer.

q represent   The proportion of the wrong answer.

S^2 represent   Variability of scores from the quiz.

3.4.4.8 The formula used in finding the variability of the achievement test was:

$$sTwo = \frac{n\sum fx^2 - \left(\sum fx\right)^2}{n(n-1)}$$

S^2 represent   Variability of scores.

n represent   Number of students.

x represent   Achievement test score.

f represent   Frequency data.

3.4.4.9 The statistics used to verify the hypothesis were: The formula used in analyzing the differences in achievement scores using the dependent t-test was:

$$t = \frac{\sum D}{\sqrt{\dfrac{n\sum D^2 - \left(\sum D\right)^2}{n-1}}}$$

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$\sum D$ represent   The sum of the variances score of

   achievement test.

$\sum D^2$ represent   The sum of squares of the Difference of

   achievement test score.

$\left(\sum D\right)^2$ represent   The sum of the variances score of the

   square test.

n represent   The Total number of students.

D represent   The Difference between the pretest and

   posttest score of each student.

3.4.4.10 The formula used in calculating performance analysis of the E1/E2 based on standard 80/80 was:

$$E1 = \frac{X_1}{A_1} \times 100$$

E1   represents The Efficiency of the teaching process.

X_1 represent   The mean score of the students in the class.

A_1 represent   Full score of the exercise.

$$E2 = \frac{X_2}{A_2} \times 100$$

E2   represents The Efficiency of the teaching process.

X_2 represent   The mean score of the students in the class.

A_2 represent   Full score of the exercise.

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CHAPTER 4
RESEARCH RESULT

Based on a series of sample measurements and the data analysis conducted on this basis, this chapter will list the research summary item by item to provide ideas for understanding the impact of digital media on English learning

4.1 Descriptive Analysis

4.2 Existing problems

4.3 Sources of problems

4.4 Feasibility measures

4.5 Data and Statistical Analysis

4.1 Descriptive Analysis

4.1.1 Satisfaction Descriptive Analysis

We designed ten questions in the satisfaction questionnaire, mainly including teaching content, teaching methods, teachers, learning environment, learning effects, etc. The questionnaire uses five scales, and the students answer very satisfied, relatively satisfied, average, dissatisfied, very dissatisfied on 5-point Likert scale. The full questionnaire of satisfaction survey attached as Appendix B.

Table 4.1 Satisfaction descriptive analysis of two groups

	Descriptive analysis				
	N	Minimum	Maximum	Mean	SD
Satisfaction	40	15.00	45.00	35.5873	6.25569
N	40				

Table 4.2 Satisfaction descriptive analysis of the first group

Descriptive analysis

	N	Minimum	Maximum	Mean	SD
Satisf1	20	15.00	45.00	41.5663	6.8546
N	20				

Table 4.3 Satisfaction descriptive analysis of the control group

Descriptive analysis

	N	Minimum	Maximum	Mean	SD
Satisf2	20	16.00	52.00	36.3880	6.51650
N	20				

Table 4.4 Correlation analysis of satisfaction and the groups

Correlations

			Group	Satisfaction
Spearman Rho	Group	Coefficient	1.000	-.640**
		Sig. (Two tail)	.	.000
		N	40	40
	Satisfaction	Coefficient	-.640**	1.000
		Sig. (Two tail)	.000	.
		N	40	40

** $p < .01$

After a semester of different teaching, the satisfaction questionnaire was sent to all students. Spearman grade correlation showed that there was a significant difference between the two groups. The students' satisfaction in the experimental group was significantly higher than that in the control group, with a significance of p less than 0.01. The results showed that the students were more satisfied with the video teaching course. But students' satisfaction may come from relaxed and pleasant learning experience. Has their English level been significantly improved? The English test was conducted for this purpose.

4.1.2 Descriptive analysis of English test.

In order to further observe the impact of digital media technology on English teaching in secondary vocational schools, we added a test link in the experiment, and took a college standard English test paper as the measuring standard to test the performance of the two groups of students under the influence of multimedia technology.

Table 4.5 Descriptive analysis of English score

Descriptive Analysis					
	N	Minimum	Maximum	Mean	*SD*
TEST	60	50.00	91.00	83.4223	36.13317
N	60				

Table 4.6 Descriptive analysis of English score of the experimental group

Descriptive Analysis					
	N	Minimum	Maximum	Mean	*SD*
TEST	30	65.00	96.00	84.8000	35.83207
N	30				

Table 4.7 Descriptive analysis of English score of the control group

Descriptive Analysis					
	N	Minimum	Maximum	Mean	*SD*
TEST	30	35.00	82.00	69.0237 0	22.9598
N	30				

Table 4.8 Descriptive analysis of English scores of the control group correlation analysis of English score between two groups

Spearman Rho			score	groups
** p< 0.01 。	score	Coefficient	1.000	.458**
		Sig. (Two tail)	.	.000
		N	60	60
	groups	Coefficient	.458**	1.000
		Sig. (Two tail)	.000	.
		N	60	60

The correlation analysis shows that there is a significant difference between the experimental group and the control group in English learning performance. The English performance of the experimental group is significantly higher than that of the control group, with a significant level of $p < .01$. This indicates that after a semester of differential treatment, there is a significant difference in learning performance (English proficiency) between the experimental group and the control group. Since the two groups were randomly assigned at the beginning of the experiment, there was no significant difference in English proficiency between the two groups at the beginning of the experiment. At the end of the experiment, there was a significant difference in English proficiency between the two groups. Since we control the variables such as learning time and teachers in the experiment, we can reasonably infer that the differences in English proficiency between the two groups are caused by different teaching methods. The researchers have good reasons to believe that video teaching improves the effect of English teaching, promotes learners' English learning, and is of great help to English teaching.

Table 4.9 Correlation analysis of listening, reading, conversation between two groups

			score	groups	listedning	reading	conversation
Spearman Rho	score	Coefficient	1.000	.458[**]	.255[*]	.192	.250
		Sig. (Two tail)	.	.000	.050	.141	.054
		N	60	60	60	60	60
	groups	Coefficient	.458[**]	1.000	.664[**]	.070	.627[**]
		Sig. (Two tail)	.000	.	.000	.597	.000
		N	60	60	60	60	60
	listening	Coefficient	.255[*]	.664[**]	1.000	.091	.236
		Sig. (Two tail)	.050	.000	.	.491	.070
		N	60	60	60	60	60
	reading	Coefficient	.192	.070	.091	1.000	.053
		Sig.(Two tail)	.141	.597	.491	.	.690
		N	60	60	60	60	60
	conversation	Coefficient	.250	.627[**]	.236	.053	1.000
		Sig. (Two tail)	.054	.000	.070	.690	.
		N	60	60	60	60	60

** $p < 0.01$ (two tail)

* $p < 0.05$ (two tail)

Through the correlation analysis between the experimental group and the control group, we found that there was a significant difference in oral and listening between the two groups. The students in the experimental group had significantly higher English oral and listening scores than the control group, with a significant level of p less than 0.01. As mentioned earlier, the students in the two groups were randomly assigned before the experiment, so the factors that led to their significant differences in oral and listening scores were probably different teaching methods. The experimental results show that the students in the experimental group have significantly higher oral and listening scores than those in the control group. That is to say, video teaching plays a significant role in improving students' oral and listening. It is very interesting that this effect is not significant in the reading test. Although we can see from the descriptive analysis that the reading performance of the students in the experimental group may be slightly better than that of the control group, but it does not reach a significant level. Therefore, we believe that video teaching courseware plays a great role in promoting students' English learning, especially in improving oral and listening skills, but has no significant effect on improving reading ability.

4.2 Existing Problems

4.2.1 The sample size is relatively small.

Satisfaction with online English learning. In view of the close relationship between micro courses and online learning, before promoting micro courses, it is necessary to first understand students' learning satisfaction with online courses. Take Guangxi University as an example. Online autonomous learning has been carried out in the school for many years, but only 40% of the students are very satisfied (3.25%) and satisfied (36.59%), and 55.28% of the students feel ordinary about the effect of learning English through online courses. The main reasons for dissatisfaction are "lack of teacher guidance and weak feedback when encountering problems" (73.98%), "inconvenient resource sharing, especially sharing large files" (51.22%), "poor network speed affects the learning experience" (41.46%), "there is no forum in the online classroom, or the forum discussion atmosphere is not warm" (29.27%), "teachers only teach, and the relevant resources are not enough for in-depth learning" (36.59%), etc. This is also a

severe test to be faced by the establishment of college English teaching mode based on micro course platform. Therefore, a corresponding "forum module or question and answer module" must be established to enable teachers, students or students to discuss curriculum related issues, so as to better solve the problem of weak feedback, and mobilize students to participate in the forum module or question and answer module to discuss curriculum related issues. The sharing of resources and the configuration of network speed are also issues of concern to students. In addition, teachers also need to provide some resources sufficient to carry out in-depth learning for students to learn online and offline to meet their greater extracurricular learning needs.

4.2.2 Insufficient number of tests.

On the premise that a sample of subjects has been selected for this study, we only tested their English learning achievements with the help of digital media technology once, which cannot accurately guarantee whether the research results are completely convincing. In addition, the test is easy to be interfered by objective environmental factors, such as noise and other samples' voice interference in the listening process, and whether the samples are affected by psychological factors in listening and oral expression.

Retest reliability reflects the stability and consistency of the test across time, that is, the same test method is used to test the same group of subjects twice, and then the relationship coefficient of the scores obtained from the two tests is calculated. This reliability can indicate whether there is any change in the two test results and reflects the stability of test scores. A high degree of correlation indicates a high consistency and stability of the front and rear measurements. The re measurement process takes into account the error of measurement results caused by different conditions (environmental and human), which is related to the situation of the two measurements.

4.2.3 Research on related relations.

The purposes of testing are as follows: English language research, teaching research and talent selection. Among them, language testing is most commonly used in English language teaching; It is the most important part of the teaching process, and also an important means to measure the effect of English language teaching and to comprehensively evaluate students' English language ability. Teaching and testing

interact and influence each other. Without English language teaching, there is no English language testing. English language teaching is prerequisite and primary, and English language testing is necessary and secondary. The two are interrelated and inseparable. Examination is a natural extension of classroom teaching, which provides useful information for teachers. According to the level of knowledge and ability shown by students, on the one hand, teachers carefully analyze teaching methods and timely adjust and improve teaching methods; on the other hand, students can also summarize experiences and lessons and find out the knowledge they have not mastered for future study. In this way, the teaching and learning between teachers and students can have a sense of stage, motivation, and procedure, so that teaching and learning can promote each other.

4.3 Sources of Problems

4.3.1 First, the importance of digital media technology teaching in secondary vocational schools is not well understood.

In the current traditional education and teaching process, we only attach importance to the teaching of textbook knowledge, ignoring the cultivation of students' hands-on ability. Secondary vocational schools just need technical talents with hands-on ability. The traditional teaching mode has resulted in less use of digital media technology in the process of training skilled personnel.

In terms of education and teaching mode in secondary vocational schools, many secondary vocational schools still regard teachers, books and classrooms as chords in English teaching. The main teaching method is grammar translation. This mode of education and teaching is not conducive to cultivating students' creative thinking and improving students' English application ability.

There are still many secondary vocational school teachers who can not pay enough attention to English teaching in secondary vocational schools. They believe that English course is only a compulsory course of public courses. Some English teachers think that English teaching in secondary vocational schools is an unnecessary course that takes up professional class hours. It is suggested that English teaching be deleted from the entire teaching plan. These teachers do not have a correct understanding of the

importance of English teaching from the aspects of students' professional promotion, comprehensive quality improvement and so on. Therefore, under the background of the vigorous development of information technology, English teaching reform in secondary vocational schools based on network multimedia must be implemented.

4.3.2   the training of teachers to operate digital media technology teaching is not in place.

At present, secondary vocational schools have invested heavily in digital media technology teaching hardware equipment, but teachers' digital media technology operation ability can only meet the general needs of digital media technology teaching at this stage. Professional teachers generally lack digital teaching experience, and even some professional teachers have not fully mastered digital media technology.

In addition, many teachers' application level of multimedia equipment needs to be strengthened. In my work, I found that many teachers' proficiency in multimedia equipment was obviously insufficient, which to some extent limited the effectiveness of multimedia technology teaching. For example, many teachers will not rule out common problems such as occasional crash restart, and they need students' help; Some teachers can't deal with the small problems of equipment in the teaching process due to professional restrictions, which affects normal teaching. The reason is that teachers are not skilled in using multimedia teaching equipment and can not use it flexibly.

Limited by various factors such as funds, the number of multimedia teachers in many secondary vocational schools is still small, accounting for a low proportion of school teachers, which is in contradiction with the continuous expansion of school scale and the increasing demand for multimedia technology teaching; On the other hand, although the number of multimedia classrooms in some schools can meet the needs, the equipment is old and the technical level is low,

The author has made a simple investigation on multimedia courseware making in different schools by taking advantage of his work. The results show that the teaching courseware used by secondary vocational teachers at present mainly comes from various high-quality courseware, observation courseware and some courseware downloaded from the network presented by textbook vendors. The completely original courseware of teachers is very few. These course wares with different sources and

channels are different from the actual classroom teaching of teachers due to different versions of textbooks, teaching objectives and teaching objects. Simple direct reference inevitably leads to low teaching efficiency. Teachers cannot make high-level teaching courseware. In addition to their limited courseware making level, it is also related to objective factors such as large teaching amount and limited time. However, it is still necessary for teachers to conduct in-depth research on teaching materials, design and make teaching courseware in a targeted way according to the specific characteristics of students in their own teaching classes, their own teaching goals and teaching processes, and improve the level of multimedia courseware making.

4.3.3 the innovation of digital media technology teaching is not strong.

In the process of digital media technology teaching, software needs to be selected on the corresponding teaching platform, and the selection process may be conservative. Teachers may pay more attention to the completion of teaching objectives in the teaching process, resulting in a lack of innovative courses. Due to the lack of independent innovation, digital media technology education and teaching work is carried out in a single way.

Traditional teaching evaluation is mainly based on students' test scores to measure teachers' teaching achievements, but this evaluation method can not fully adapt to the development of multimedia teaching. The correct approach is to pay attention not only to the evaluation of teaching achievements, but also to the evaluation of teaching process. This lagging evaluation method has caused many teachers to show negative emotions towards multimedia teaching. Generally, it is the demonstration class or report class required by the superior, and teachers will only get courseware to deal with the problem through various channels. For those subjects that need to be graded, teachers still use the traditional spoon feeding teaching method to ensure teaching results. Therefore, we believe that multimedia teaching has not played its due role in secondary vocational schools, which is inseparable from the school's teaching evaluation and supervision methods. It is necessary to further improve the school level multimedia teaching evaluation and supervision methods, and create a good soft environment for the development of multimedia teaching.

4.4 Feasibility Measures

        4.4.1   Innovation of talent cultivation concept.

           The application of digital media technology in training skilled talents should start with the renewal of ideas. The specific application of digital media technology is to lead the reform and innovation of educational methods. Change the traditional view and method of training skilled talents, and spend time and energy to study the difference between traditional education and teaching concepts and digital media teaching concepts. On the one hand, teachers should learn from the advantages of traditional education and teaching methods and digital media teaching methods, and strengthen the combination with the application of digital media technology. Teachers should also establish a positive concept of lifelong learning in the teaching process, dare to accept new things, and try new digital media technology to provide innovative ideas for the adjustment and transformation of their own teaching methods.

        4.4.2   Innovation in the application form of digital media technology.

           Professional teachers in secondary vocational schools should not only master digital media technology, but also strengthen the innovation of the application form of digital media in training skilled personnel. For example, the digital media resources can be flexibly used in teaching design, and the information interaction among software, teachers and students can be flexibly strengthened. Compared with static information presentation, digital media technology can combine audio, video, virtual pictures and other forms of digital media in the teaching process to deepen students' understanding of professional knowledge and promote the barrier free flow of information in the classroom.

        4.4.2.1   Strengthening the concept innovation of the application of digital media in English teaching.

           Although more and more teachers now realize the importance of digital media in teaching, they often ignore the direct impact of their own quality on digital media teaching effect in the specific practice process. The application of digital media technology in English teaching should start with the renewal of the concept. The concept of digital media application is the guide to the reform and innovation of educational methods. In the process of promoting the effective integration of digital

media and English teaching, the following views should be adhered to: On the one hand, teachers should change the traditional English teaching ideas and methods, and carefully analyze the integration and differences between traditional teaching ideas and digital media teaching ideas, Absorb the positive content of traditional teaching concepts and teaching methods, strengthen the combination with the application of digital media technology, make innovations in the application of digital media technology to teaching, and integrate traditional teaching methods and digital media platforms into teaching practice. On the other hand, teachers should also adhere to the concept of lifelong learning, actively accept new things, and provide innovative ideas for the adjustment and transformation of their own teaching methods.

4.4.2.2 Innovative Research on the Application of Digital Media Technology in English Teaching.

Teachers should not only master the connotation of digital media technology, but also strengthen the innovation of the form of digital media in English teaching, such as flexibly using digital media resources to assist teaching design and strengthening the exchange of teaching information. Compared with traditional teaching forms, digital media pays more attention to the transmission and interactive forms of expression of English professional knowledge in the context of digital media. It no longer stays in the mode of blackboard newspaper assisted by teachers' explanations. Compared with static information presentation, it can combine audio, video, virtual pictures and other forms, so as to deepen students' understanding of English professional knowledge and promote better transmission of information.

4.4.3 Teachers themselves improve the application level of digital media technology.

Under the background of modern digital development, professional teachers must really master the use methods and operation skills of various digital media technology software. This requires teachers of specialized courses to explore the knowledge points of the specialty in the learning process. Only by improving their professional level can teachers improve the efficiency of digital media technology in classroom teaching. Schools should offer continuing education related to digital media technology during the winter and summer holidays. In the assessment of teachers, we

should also encourage and support relevant professional teachers to participate in various information competitions, so that teachers can promote teaching through competitions and learn to grasp the development trend of teaching and education of digital media technology.

4.4.4 Strengthen the effect of online and offline teaching.

Secondary vocational schools should give full play to their own advantages and effectively guide students to participate in the study of digital media expertise in the integrated teaching of theory and practice. Actively carry out a variety of forms in the school, such as the selection of quality courses, the skills competition in the school, and the invitation of enterprise front-line experts to give lectures, to stimulate the learning interest of teachers and students, so that students like digital media technology teaching methods. Today's students can not do without mobile phones, they can connect digital media and mobile terminals, and the student union is more willing to accept this new teaching mode. The process of students' participation in teaching should not stay in the "formal participation" of digital media teaching, but should strengthen cooperation with professional teachers and communicate with teachers more. In the process of training professional and skilled personnel, digital media technology can display the teaching content in the classroom through vivid and diverse media manifestations. Professional course teachers communicate and interact with students through the multimedia platform, which is conducive to creating an easy and effective learning environment and helping students to accept new knowledge. Digital media technology has a huge resource base. Teachers can formulate scientific teaching plans for students according to different majors, solve problems in the teaching process, and improve teachers' guidance in the teaching process of cultivating skilled talents. Teachers should make teaching software that conforms to the actual situation of students according to the professional talent training plan. In the selection of software, different difficulty levels should be set to help each student choose different teaching modules according to their own actual situation. And according to different teaching modules, corresponding homework is formulated to assess students' offline learning. Provide richer practical application examples for relevant teaching modules. The choice of these modules can improve students' ability to remember and use knowledge content, and cultivate students' creative thinking ability.

On the one hand, colleges and universities should give full play to their advantages in educational resources, effectively guide students to actively participate in the learning activities of digital media expertise, such as setting up quality classes, organizing lectures, etc., to stimulate students' attention and interest in digital media teaching, so that students are willing to accept this new teaching model; On the other hand, students should not stay at the superficial level of "formal participation" in digital media teaching. They should strengthen communication and cooperation with English teachers, actively communicate with teachers, attach importance to the sharing of teaching resources, and achieve in-depth participation. Education will also achieve twice the result with half the effort.

4.5 Data and Statistical Analysis

With the development of information technology, students can receive all kinds of information anytime and anywhere through mobile phones and computers. The education and teaching forms of secondary vocational schools are also constantly breaking through and innovating. Professional course teachers should cultivate students' sensitivity to professional skills in the classroom and improve students' professional skills. This requires professional course teachers to subvert the traditional teaching methods. Through various professional video pictures, professional knowledge can be displayed intuitively in the classroom, and students can really feel the beauty of professional technology. In addition, teachers should also enable students to master the ability to use digital media technology through professional course teaching. If students lack understanding and mastery of various digital media technologies, they will naturally be unable to accurately use digital information to express themselves in their future work.

With the rapid development of Internet technology, digital media technology has been widely used in the current information technology environment. Professional teachers related to secondary vocational schools must constantly study and summarize in the process of education and teaching, improve their understanding of digital media technology, and strengthen the role of digital media technology in professional personnel training in many aspects. Further promote the scientific and rational use of digital media

technology in the process of education and teaching, and promote the healthy development of digital media technology in secondary vocational education.

4.6 Inspiration

Through a short three-month experiment, we found that digital media has a great role in promoting students' English learning in video courses. At the end of the experiment, our students formed a deep friendship with us. Our research was highly praised by the experts of the paper advisory group.

The pictures below were the traditional teaching method VS video courses.

CHAPTER 5
DISCUSSION AND RECOMMENDATION

The research used quantitative and qualitative methods to answer the research questions and guided the researcher to collect and analyze the data. This chapter was conducted according to the following structure:

5.1 Teaching suggestions

5.2 Thoughts on Multimedia Technology

5.3 Next stage research plan

5.1 Teaching suggestions

5.1.1 Create knowledge situation and reduce the difficulty of understanding.

The students in secondary vocational schools have a poor English foundation. In addition, the students' understanding and analysis abilities are insufficient. In the course of classroom teaching, if teachers use traditional teaching methods when they talk about some words with complex meanings or sentence patterns and grammar that are difficult to understand and master, it is difficult for students to fully master this part of the content, let alone the practical application. When teachers explain important and difficult words, sentence patterns and grammar, they need to introduce multimedia teaching, present teaching content for students with the help of modern media such as pictures and videos, create a good learning situation, introduce students into relevant learning scenes, obtain a straight image, and understand the important and difficult content in teaching. As we all know, words are the key for students to learn English well, and conjunctions can form sentences. Therefore, the learning of words is very important. In the actual vocabulary teaching process, teachers adopt the "spoon feeding" teaching mode. In the face of repeated reading and memory, students will feel too bored, and in the long run, they will lose interest in learning new languages and become disgusted with English. In the teaching process, teachers can adopt multimedia teaching, present the words in front of students through some animated images or pictures, and play the pronunciation of words for students in a dynamic way to fully mobilize the students' auditory and visual nerves. For some words with rich meaning and difficult

pronunciation, teachers can record detailed explanation videos for students to identify and learn, so as to help students understand better. The application of multimedia can bring students into the relevant context, visualize and visualize obscure knowledge, reduce the difficulty of students' understanding, and stimulate students' enthusiasm for classroom participation.

5.1.2 Create life scenes and cultivate expression ability.

The teaching focus of secondary vocational schools has always been on the cultivation of students' professional skills. The lack of emphasis on the teaching of students' cultural courses, coupled with the weak discipline foundation of students, believe that the learning of English will not play a big role in their future, and psychologically put the English discipline in a less important position, which seriously hinders the smooth development of English teaching. With the advancement of the integration process of the world pattern, English is used more widely. Only when students learn English well can they adapt to the development trend of the current society. Teachers must realize the importance of English discipline for students' future growth, change the previous teaching concepts and teaching models, and devote themselves to improving students' English level 21 Students think that English is not important, mainly because they think that English is far away from their real life and less practical. At this time, teachers can use multimedia teaching to create relevant life scenes for students, so that students can see the value of English "In this part, the teacher can show some pictures and videos of the supermarket on the multimedia, simulate the real scene of the supermarket, put the tables in order, present the words and sentences involved in this part on the screen, let students play different roles such as salesperson, cashier, customer, etc., experience the positioning of different roles in the supermarket, and use the words and sentence patterns learned to communicate during the shopping process To stimulate students' desire to speak English. In the daily English teaching process, teachers use multimedia to create life scenes, which can bring students into the English speaking environment. Through simulated dialogue exercises between students, students can fully mobilize their classroom participation, create a relaxed and pleasant learning atmosphere, and achieve the improvement of classroom teaching quality.

5.1.3   Create reading situation and improve reading ability.

Reading and writing are the focus of English teaching. Reading is the key to improving students' understanding and analysis ability. Through certain reading, students can not only accumulate rich writing materials, but also broaden their horizons and enrich their opinions. Many students in secondary vocational schools have very low interest in English reading, and even have a sense of disgust and resistance. Few students are willing to actively read English. To a large extent, the introduction of multimedia teaching in English teaching can solve this problem. Teachers can use multimedia teaching to guide students to read, enrich students' emotional experience in the process of reading, so that students can understand the meaning of the text content, thereby improving students' understanding and language expression ability, and further promoting students' English level. The content of English textbooks is very rich. These articles are carefully selected by experts and are very suitable for students in secondary vocational schools. Teachers should grasp these articles and use multimedia teaching to guide students to read. For example, when learning some articles about historical figures, teachers can use multimedia to collect relevant materials on the Internet, introduce the background of the times and some deeds of the figures' lives to students, so that students can have a basic understanding of the figures. In this way, students can also be inspired to participate in the classroom in subsequent learning, so that students can think and explore, and deepen their understanding and memory, So as to effectively improve students' English reading ability.

5.1.4   Change the teaching mode and activate the classroom atmosphere.

Many teachers are deeply affected by the traditional teaching mode. In the classroom teaching process, they adopt the didactic teaching method, and students can only passively accept knowledge. This process makes students have no sense of participation and rely on teachers excessively in learning, which is extremely unfavorable to students' future learning and development. The new curriculum reform clearly proposes to ensure the core position of students in the classroom, but many teachers put themselves in the main position of the classroom, "Duck stuffing "Our teaching mode makes the classroom atmosphere too depressed, which is extremely unfavorable for students' English learning. The application of multimedia technology in English teaching provides

teachers with more teaching materials. Teachers can combine the content of textbooks with high-quality resources in the Internet to enrich the content of classroom teaching. Multimedia can present text information vividly and intuitively in front of students, which can fully mobilize students' enthusiasm for learning, Cultivate students' interest in the subject. Teachers need to change their own teaching mode, use multimedia technology to create relevant situations, take students' psychological characteristics and learning needs into account in the setting process of teaching links, based on students' reality, starting from students' interests, enrich classroom teaching forms, and create a harmonious learning atmosphere. When learning to describe the movie types, teachers can find some different types of movies for students to watch, which can be introduced before class to attract students' interests. They can also let students talk about their favorite movies and describe their favorite movie types with the words and sentences they have learned. Through this exercise, students can not only improve their expression ability, but also see the practicality of English, Stimulate students' enthusiasm for learning.

5.1.5 Introduce new teaching concepts and appropriately improve teaching ability.

Conforming to the development of the times, we learned to use the Internet to explore the teaching methods of English reading in secondary vocational schools, strengthen teachers' ability to apply modern educational technology concepts and methods, and improve teachers' teaching research level. After practical testing, it is found that although there are still a lot of problems in the English reading teaching mode of secondary vocational schools under the network environment, such as limited classroom time, the efficiency of completing the task of viewing information on the Internet is not very high. The copied information cannot be well understood; The secondary vocational school students have a heavy learning task. There are a large number of rural students in the school. Their time to use the Internet for learning is limited, and tasks outside the classroom cannot be completed. Although the English reading teaching model in secondary vocational schools has its own advantages and disadvantages under the network environment, the use of modern technology to assist English teaching is an irresistible situation. We need to find a secondary vocational English reading program

suitable for our students' online environment. We should also study how to expand the network environment and apply it to all aspects of daily English teaching.

5.1.6 Give students the opportunity to learn from each other.

Students try to use multimedia courseware to show their reading comprehension, which is more conducive to their unique cognition in mutual learning and communication. Diversified courseware display can give students more entry points for comprehensive application and help them obtain richer cognition. A variety of displays can fully mobilize students' passion and interest in English learning.

Courseware display enables students to have passion for self-study in the process of personal attempt. For example, in a reading guide entitled "School if in the UK", "The characters of school life in the UK and "What else do you know about school lfe in the UK? "As for topics, we suggest students to use micro videos, self shows and other forms? "Such topics actively sort out the corresponding cognitive information and encourage them to find out the relevant differences. By building such a platform, students can not only broaden their perspective, but also form a keen sense of language in the process of active interaction or learning.

The diversified forms of display can give students more inspiration and reflection, and help students form more application methods in reading and understanding the text. Encourage students to learn and compare more, affirm students' progress by forming incentive evaluation, help them find more application methods in mutual learning, and enhance the endogenous motivation of learning in demonstration.

5.2 Thoughts on Multimedia Technology

5.2.1 Enrich the content of English multimedia courseware.

The application of multimedia technology in secondary vocational English teaching can not only improve the quality of English teaching, but also enrich the content of English teaching. In the process of making English multimedia courseware, English teachers in secondary vocational schools can leave some blank content to enable students to learn independently. For example, when English teachers in secondary vocational schools use the content of "Festivals" in the textbooks of the teaching language publishing house, teachers can enrich the content of English courseware according to

students' preferences. Teachers can search for some short videos of foreigners celebrating festivals on the Internet in advance, and then integrate these short videos into English courseware, so that students can not only understand the festival culture of western countries by watching these short videos; Moreover, students will also deepen their learning experience of the content of this course, so as to improve their English learning efficiency and give full play to the important role of multimedia teaching.

5.2.2 Realizing the organic combination of multimedia teaching and traditional teaching.

Although the application of multimedia technology in secondary vocational English teaching can effectively enhance the effectiveness of English teaching and improve the quality of English teaching; However, when applying multimedia technology, English teachers in secondary vocational schools should also reasonably grasp the "degree" of application. In general, they should not overuse multimedia technology, pay attention to the combination with traditional teaching methods, and avoid attracting students' attention too much, thus changing the essence of multimedia teaching and playing the role of "overwhelming the host". Therefore, English teachers in secondary vocational schools should avoid using too much animated content when designing English courseware.) Teachers should add more English knowledge that students need to strengthen their memory. At the same time, in order to attract students' interest in learning, they can help add some content that students are more interested in.

In addition, English teachers in secondary vocational schools should pay attention not to give up blackboard writing because of the use of multimedia courseware. When using multimedia technology to teach, English teachers in secondary vocational schools still need to write down some key and difficult points on the blackboard, so that students will remember more deeply and students will have a comprehensive grasp of the key content of this lesson. In a word, only by fully combining multimedia teaching with traditional teaching can secondary vocational English teachers improve the quality of English teaching.

5.2.3 Using Multimedia Technology to Cultivate Students' Ability of Listening, Speaking, Reading and Writing.

The new curriculum standard clearly requires that English teaching should pay attention to the cultivation of students' abilities of "listening, speaking, reading and writing"; For most secondary vocational students, these abilities are their weaknesses. Nowadays, the network resources are very developed. English teachers in secondary vocational schools should make full use of the rich teaching resources on the network to achieve the comprehensive training of students' English "listening, speaking, reading and writing" abilities. English teachers in secondary vocational schools can develop students' English listening and writing abilities with the help of the voice function of multimedia technology, can develop students' English reading ability with the display function of multimedia technology, and can create English situations with the help of multimedia technology, so as to develop students' English oral expression ability. In order to fully develop students' various English learning abilities, English teachers should infiltrate the historical and cultural background of English speaking countries into students, which can stimulate students' interest in English learning and help students learn English.

For example, in order to cultivate students' oral English expression ability, English teachers in secondary vocational schools can use multimedia teaching equipment to play some classic movie clips for students, such as the classic American film Forrest Gump, in which there is a very classic line "Life was like a box of chocolates, you never know what you are gonna get". After the teacher leads the students to enjoy the film segment, they can try to dub the segment and imitate the voice and pronunciation of the characters in the film, which can improve the students' English reading ability and speaking ability.

5.2.4 Using multimedia technology to strengthen English grammar teaching.

In the secondary vocational English teaching, grammar teaching can be said to be the key point among the key points, because mastering English grammar is the key for students to learn English. If students want to use English to communicate with others, they must master English grammar. However, for most secondary vocational school students, grammar learning is their weakness; They think English grammar is boring and boring. They can't remember English grammar, so it brings some difficulties to English teachers' teaching.

The grammar teaching with multimedia technology can express some grammar knowledge more clearly. For example, when talking about the usage of the preposition "through, acro, over", etc., you can use some intuitive pictures to reflect the occasions and situations in which various prepositions are used, so as to show the differences between them: when explaining "in front of. in the front f", English teachers can use multimedia teaching equipment to show students two pictures, one of which is Mary is in front of the ca, That is to say, the other picture of Mary in front of the car is Mary is in the front of the car. This picture shows Mary in front of the car. These two pictures clearly reflect the difference between the meanings of these two phrases. Students can see it clearly.

5.3 Next Stage Research Plan

5.3.1 Organic combination with humanistic education.

Humanism in education aims at the harmonious development of human beings and hopes that human nature, dignity and potential can be realized and developed in the process of education. Therefore, the humanistic education involved in this paper is defined as "adult" education, that is, education that promotes the improvement of the human nature of the educated, the shaping of ideal personality and the realization of life value. However, for a long time, with the prevalence of utilitarianism in education, people gradually ignored the education of people and forgot the soul of people. German existentialist philosopher Jaspers said: "Education is the education of human soul, not the accumulation of rational knowledge and understanding." In this sense, the essential feature of education is its humanity. As a required course for vocational school students, English is not only a language, but also a carrier of culture, with rich humanistic connotation. Therefore, the organic combination of English teaching and humanistic education is the need of the development of the times, the needs of curriculum reform, and the needs of the physical and mental development of secondary vocational students.

5.3.2 Reflections on English Education in Vocational Schools in Thailand

Since the establishment of the first university, Thailand has rapidly developed modern higher education. It has not only learned from the educational system of advanced countries in the world, but also well preserved its traditional culture, greatly

enhancing the overall quality of its people and national strength. The government's emphasis on the development of education and the highly international environment have led to the rapid development of English education in Thai universities and colleges, which has been recognized by the international community. Learning the successful experience of the development of English education in Thailand's colleges and universities is conducive to promoting the reform of English education and teaching in China's colleges and universities, and cultivating outstanding talents who are familiar with their own culture and have an international perspective.

A series of measures taken by Thailand to attach importance to traditional culture and English teaching and develop international higher education have effectively enhanced the quality of its citizens and promoted the prosperity and development of Thailand. Education is the foundation of a hundred-year plan. In the context of economic globalization and the growing internationalization of higher education, learning from the successful experience of the development of English education in Thailand's colleges and universities is conducive to promoting the reform of English teaching in China's colleges and universities, establishing an international education system that has both national characteristics and is in line with the world, cultivating high-quality application-oriented talents with cross-cultural communication skills, and revitalizing the Chinese nation.

Thailand has a very good tradition of English teaching, and its achievements in English education have attracted worldwide attention. Thailand must have some advanced experience in the application of new technologies that we can learn from. In the next stage, I would like to position it in a country dominated by Thailand to observe and investigate the new multimedia technology used in English teaching in secondary vocational schools and the breakthrough achievements made on this basis.

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APPENDICES
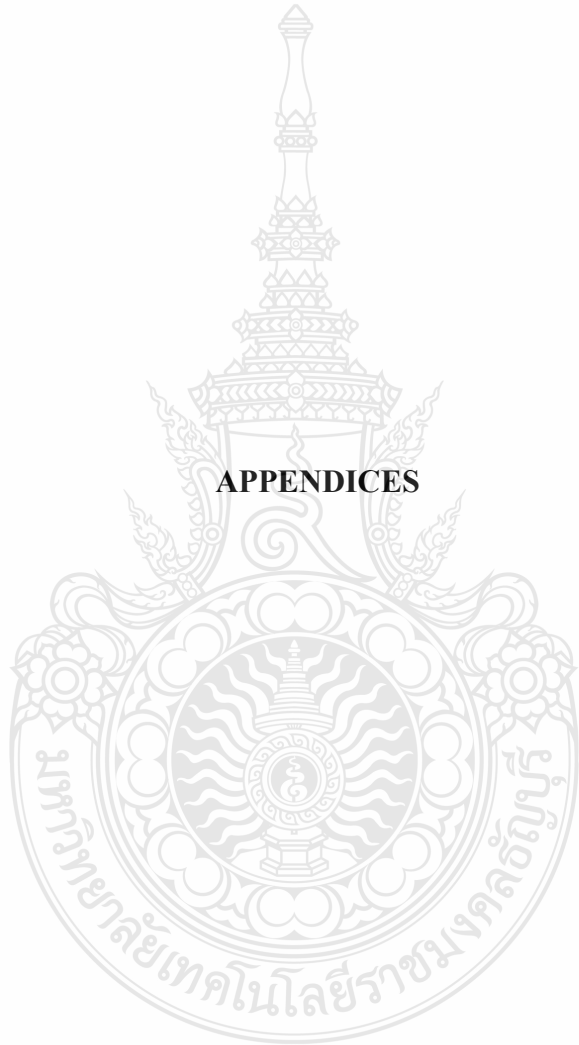
APPENDIX A

Sample Letter to Experts and Specialists for Research Tools Validation

Office of the Dean, Faculty of Technical Education
Rajamangala University of Technology Thanyaburi
Khlong Luang, Pathum Thani 12110 Thailand
Tel:+66-2-549-4710 Fax:+66-2-577-5049

July, 2022

Dear Professor Gao Xiaohong,
Professor of Beijing Language and Culture University

Subject: Respectfully request for allowing to collect research data of M.Ed.Thesis

    Mr. Le Chen, a graduate of Master of Education Program in Technology and Learning Innovation at Rajamangala University of Technology Thanyaburi, is in the process of conducting a research study for his thesis title " Video courses to Vocational School Students' Foreign Language Learning". Under advice from Dr. Kitipoom Vipahasna as his advisor. In this regard, we would like to ask for the participation of students and teacher in conducting the study. The result of the research study will lead to better understand the effectiveness of online teaching and its difference with modular setting during the pandemic.

    We look forward to hearing from you soon, if you have any question please do not hesitate to contact Mr. Le Chen, on the e-mail: chongqie@qq.com

Yours sincerely,

(Assistant Professor Kitipoom Vipahasna)
Dean of Faculty of Technical Education

Office of the Dean, Faculty of Technical Education
Rajamangala University of Technology Thanyaburi
Khlong Luang, Pathum Thani 12110 Thailand
Tel:+66-2-549-4710 Fax:+66-2-577-5049

July, 2022

Dear Professor Gao Xiaohong,

Subject: Respectfully request for being expert to validate research instrument of M.Ed.Thesis

    I am writing to request your assistance as an honorary external research reviewer in evaluating the research instruments of Mr. Le Chen, Master of Education Program in Technology and Learning Innovation Rajamangala University of Technology Thanyaburi, who has been working on the thesis titled "Video courses to Vocational School Students' Foreign Language Learning". Under advice from Dr. Kitipoom Vipahasna as his advisor. In this regard, I would like to request your valuable time to evaluate the research instruments as I strongly believe that your expertise will be of great value in improving the research instruments.

    If you have any questions or need further information, please feel free to contact Mr. Le Chen, on the e-mail: chongqie@qq.com

Yours sincerely,

(Assistant Professor Kitipoom Vipahasna)
Dean of Faculty of Technical Education

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July, 2022

Dear Professor Guo Peng,
Professor of Fudan University

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Khlong Luang, Pathum Thani 12110 Thailand
Tel:+66-2-549-4710 Fax:+66-2-577-5049

July, 2022

Dear Professor Yang Yunsheng,
Professor of Hainan University

Subject: Respectfully request for allowing to collect research data of M.Ed.Thesis

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MHESI   / 2022

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If you have any questions or need further information, please feel free to contact Mr. Le Chen, on the e-mail: chongqie@qq.com

Yours sincerely,

(Assistant Professor Kitipoom Vipahasna)
Dean of Faculty of Technical Education

MHESI   / 2022

July, 2022

Dear Professor Yu Weiqi,
Professor of East China Normal University

Subject: Respectfully request for allowing to collect research data of M.Ed.Thesis

   Mr. Le Chen, a graduate of Master of Education Program in Technology and Learning Innovation at Rajamangala University of Technology Thanyaburi, is in the process of conducting a research study for his thesis title " Video courses to Vocational School Students' Foreign Language Learning". Under advice from Dr. Kitipoom Vipahasna as his advisor. In this regard, we would like to ask for the participation of students and teacher in conducting the study. The result of the research study will lead to better understand the effectiveness of online teaching and its difference with modular setting during the pandemic.

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Dean of Faculty of Technical Education

MHESI   / 2022
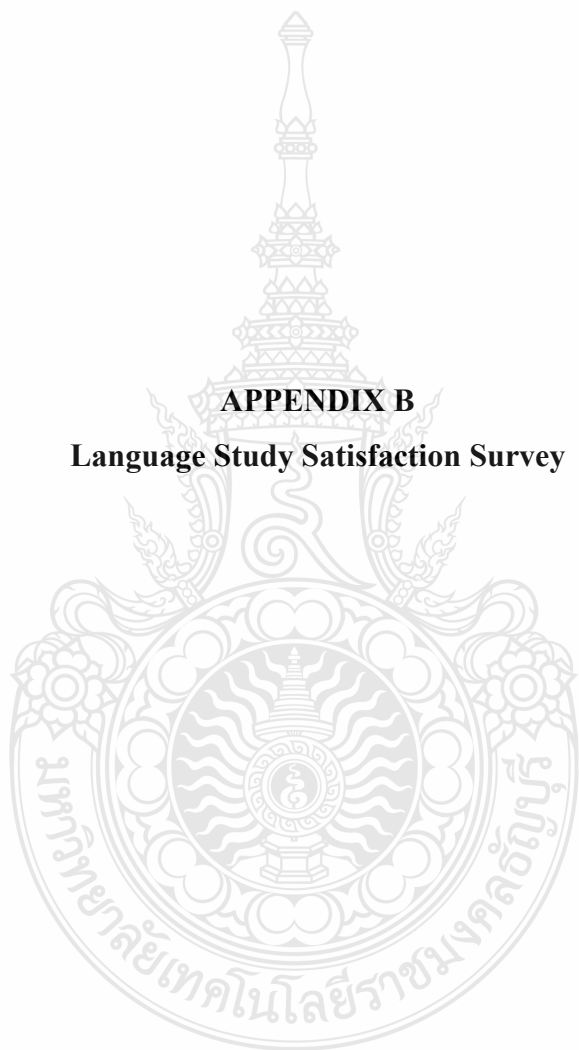
July, 2022

Dear Professor Yu Weiqi,

Subject: Respectfully request for being expert to validate research instrument of M.Ed.Thesis

   I am writing to request your assistance as an honorary external research reviewer in evaluating the research instruments of Mr. Le Chen, Master of Education Program in Technology and Learning Innovation Rajamangala University of Technology Thanyaburi, who has been working on the thesis titled "Video courses to Vocational School Students' Foreign Language Learning". Under advice from Dr. Kitipoom Vipahasna as his advisor. In this regard, I would like to request your valuable time to evaluate the research instruments as I strongly believe that your expertise will be of great value in improving the research instruments.

   If you have any questions or need further information, please feel free to contact Mr. Le Chen, on the e-mail: chongqie@qq.com

Yours sincerely,

(Assistant Professor Kitipoom Vipahasna)
Dean of Faculty of Technical Education

APPENDIX B

Language Study Satisfaction Survey

Language Study Satisfaction Survey

Name…………………………. Gender…... Age …….. Country ………………..

1. I feel _____ about the English courses offered by the school.

   A. Very satisfied B. Quite satisfied C. fair D. Not satisfied E. Very dissatisfied

2. My current English learning method is _____.

   A. Very satisfied B. Quite satisfied C. fair D. Not satisfied E. Very dissatisfied

3. I feel _____ towards my English teacher.

   A. Very satisfied B. Quite satisfied C. fair D. Not satisfied E. Very dissatisfied

4. I feel _____ about the arrangement of English teaching.

   A. Very satisfied B. Quite satisfied C. fair D. Not satisfied E. Very dissatisfied

5. I feel _____ about English textbooks.

   A. Very satisfied B. Quite satisfied C. fair D. Not satisfied E. Very dissatisfied

6. I feel _____ about my English learning environment.

   A. Very satisfied B. Quite satisfied C. fair D. Not satisfied E. Very dissatisfied

7. I feel _____ about the progress of English learning.

   A. Very satisfied B. Quite satisfied C. fair D. Not satisfied E. Very dissatisfied

8. I think learning English is _____.

   A. Very interesting B. Quite interesting C. Good D Not interesting E. Very boring

9. I like English language learning _____.

   A. very much   B. like   C. fair   D. dislike   E. strongly dislike

10. The last time I contacted my family, I told them about my current study _____.

   A. Very satisfied B. Quite satisfied C. fair D. Not satisfied E. Very dissatisfied

Biography

Name - Surname	Mr. Le Chen
Date of Birth	September 3, 1983
Address	No. 66 , Xinxing South , Huailai, Zhangjiakou City , Hebei Province, China, P.R.
Education	Bachelor in Hebei University of Architecture
Experiences Work	
2021 - Present	Vice President, Huailai Senior Vocational College,
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วิทยานิพนธ์ฉบับนี้เป็นงานวิจัยที่เกิดจากการค้นคว้าและวิจัย ขณะที่ข้าพเจ้าศึกษาอยู่ใน คณะครุศาสตร์อุตสาหกรรม มหาวิทยาลัยเทคโนโลยีราชมงคลธัญบุรี ดังนั้น งานวิจัยในวิทยานิพนธ์ ฉบับนี้ถือเป็นลิขสิทธิ์ของมหาวิทยาลัยเทคโนโลยีราชมงคลธัญบุรี และข้อความต่าง ๆ ในวิทยานิพนธ์ ฉบับนี้ ข้าพเจ้าขอรับรองว่าไม่มีการคัดลอกหรือนำงานวิจัยของผู้อื่นมานำเสนอในชื่อของข้าพเจ้า

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Le Chen
....
(Mr.Le Chen)