

DEVELOPING STUDENTS' ENGLISH PRONUNCIATION LEVEL BY VIDEO MEDIA IN BEIJING CHAOYANG EXPERIMENTAL PRIMARY SCHOOL

Lu LU¹

1 Student-Master of Faculty in Innovative Curriculum and Learning Management, Pathumthani University, Thailand; 516040627@qq.com

ARTICLE HISTORY

Received: 28 July 2023

Revised: 16 August 2023

Published: 28 August 2023

ABSTRACT

The objective of this study is to examine the possible implications of incorporating English multimedia video training into the English language education of primary and secondary school students, with a particular emphasis on its influence on their skill in English expression. The research subject employed in this study was Beijing Chaoyang Experimental Primary School. 302 children were selected at random from six classes to participate in the investigation. In conclusion, empirical evidence has demonstrated that the incorporation of multimedia films into ordinary English instruction results in a substantial improvement in students' English expression proficiency. Furthermore, empirical evidence suggests that the extent of this influence gets increasingly significant with longer periods of research.

Keywords: English Teaching, Multimedia Videos, Primary School Students, English Expression

CITATION INFORMATION: Lu, L. (2023). Developing Students' English Pronunciation Level by Video Media in Beijing Chaoyang Experimental Primary School. *Procedia of Multidisciplinary Research*, 1(8), 22

INTRODUCTION

In the current international context, English is the international language, the foreign language studied by the largest number of people worldwide, and the language used for daily political, business, and cultural exchanges worldwide. Language serves as the primary means of communication. The primary mode of communication between Chinese individuals and outsiders is predominantly conducted through the English language. Therefore, anyone who will need to communicate directly with immigrants in the future should acquire and master at least some English.

Since China's admittance into the World Trade Organization, globalization has been an ongoing process, and it is likely that the majority of people will eventually communicate directly with foreigners. The national educational policymakers are on the correct track to make English a fundamental component of national education and to cultivate English proficiency as a fundamental quality among students. In order to prepare for a prospective career as an international talent, Chinese students begin learning English at a young age.

As a fundamental component of national education, English is objectively no less essential than Chinese and mathematics. On the basis of this understanding, the education administration gives English the same weight as Chinese and mathematics on the college entrance exam, which is also in accordance with the current educational trend.

Since the beginning of the twenty-first century, the government has placed a premium on English education. The English language plays a crucial and central part in the instruction of elementary school language education. Training students' oral communication skills in the classroom contribute to their future development. First, oral communication ability can improve students' sense of the English language and their perception of English; Second, the cultivation of oral communication ability must use a variety of methods to fully stimulate students' interest in learning and mobilize their enthusiasm; Third, oral communication ability of students can not only enrich the forms of language expression of learners but also enable them to gradually meet the new requirements. The reform and innovation of conventional teaching concepts are of significant importance in enhancing the quality and efficacy of classroom instruction, as evidenced by the growth of oral communication skills and the implementation of new curricular standards. For students to enhance oral communication skills, it is imperative to employ diverse instructional approaches and foster a conducive linguistic milieu. However, from the perspective of current primary school English classroom instruction, teachers do not create learning situations or a conducive learning environment based on the context but rather explain English knowledge step-by-step without giving students the opportunity to practice oral English. This environment will not only hinder the enhancement of teaching quantity but also the language development of students, which is contrary to the original purpose of English instruction.

In general, the English expression ability of Chinese students is very poor. Not only primary school students, but also middle school students and even college graduates who have learned English for 10 years cannot speak fluent English, let alone use English as a working language for communication. Primary school is an excellent time to learn English. If we can improve the oral English expression ability of primary school students through some teaching means, it will be a great contribution to the English education in China.

Multimedia video teaching as a new teaching means is more and more widely used in the classroom teaching, multimedia also as an effective teaching tool into the classroom, for students' English learning has the following significance:

Create a real English language environment. As a language learner, if he wants to improve his comprehensive level of language, then a real language environment which is consistent with the language he has learned is undoubtedly the most useful. Many measures have been taken to create an English environment, such as setting up English corners in schools and holding

oral English competitions, but these activities are inferior to watching original movies. The original films are more attractive to students than the English tapes because of their vivid pictures. Its pure English pronunciation is helpful for students to learn and imitate and correct their mistakes in English pronunciation. We often encounter slang words with rare structure and difficult meaning in the process of English learning, and we can learn and accumulate this knowledge well in the process of watching the original English movies.

Stimulate students' interest in learning. In English videos, images and sounds are integrated into one, which changes the boring and boring of traditional language learning. Under the same listening materials, the students who sit in class and watch movies are far better than those who simply listen to the recording. The exaggerated actions and dialogues in the videos, combined with relevant pictures and background materials, are more conducive to improving the students' listening level and language comprehension. English movies combined with audio and video show the real environment of English language use more comprehensively and concretely, so as to fully mobilize the eyes, mouth and other senses of middle school students to actively capture and understand the information contained in the English dialogue, greatly stimulate their thirst for knowledge and interest in learning, and then exponentially improve the efficiency of English learning.

Create an active classroom atmosphere. Guiding students to watch original English videos can enliven the classroom atmosphere, broaden students' horizons, and let them understand the cultures of different regions around the world. Students really learn knowledge and improve their abilities in a relaxed and active classroom atmosphere. Showing classic English movies in multimedia environment not only enriches teachers' teaching methods, but also inspires students' enthusiasm for appreciating classic English movies. In foreign language teaching, creating a classroom atmosphere conducive to learning is more important than trying to explore new ways to help students learn and master grammar and vocabulary. Vivid, rich classroom activities and a relaxed and pleasant atmosphere will eliminate students' psychological barriers, thus improving their learning efficiency to a great extent.

LITERATURE REVIEWS

Relate Concepts, Principles, Theories

English learning is essentially a language. The essence of learning English is not to take English as a subject or course. We should learn English as a language, just as we learn to speak and write. The difference is that compared with Chinese, this is a different set of expression system. To learn English is to learn another set of sounds and symbols. The purpose is to form a habit to this new set of sounds and symbols and become an unconscious conditioned reflex, just like using Chinese.

Language is not only knowledge, but also a skill, and the training of skills requires a certain intensity to achieve a certain level of proficiency. In this regard, language learning, like musical instrument, ballet, or any other competitive sport, requires a certain intensity of training every day to achieve good results. However, under the restriction of the current curriculum, students can only take English classes four times a week. This intermittent teaching method is the most undesirable for language teaching, because if the students do not contact English after class, they will forget all about it a few days later. The content of textbook English itself is rarely good enough to attract students (especially primary school students) to actively review after class. As a result, students have no intention to use English after school, let alone the life scene of using English, and English pronunciation is strange. Students do not have good English pronunciation, cannot be recognized by others, and naturally will affect the enthusiasm of students in learning.

The best way to learn a language is to practice and imitate. This method is used to verify how to improve English pronunciation by having students watch English videos and imitate

constantly. Human beings are very imitative animals, and early in the process of learning a language, they learn by imitation. For example, babies begin to imitate their parents' conversations, and then they can begin to pronounce words, but they do not know the meaning of these sounds. The same is true for English learning. When we have no English but reserves, our students can also improve their sense of English language by imitating the English dialogue in the video. Combined with the English knowledge learned in class, it can exercise the memory of the brain, and form muscle memory in the process of pronunciation, so that the English expression can be truly blurred out.

Theories

Humans possess the ability to engage in imitation, and the acquisition of novel abilities may be seen as an imitation-based process. On the basis of this theory, we attempt to improve students' English pronunciation by having them imitate the dialogues of characters in English videos. The conventional teaching approach is characterized by several limitations. In this paradigm, teachers primarily focus on delivering the information outlined in the textbook, sometimes neglecting the enhancement of students' learning capabilities and the optimization of classroom efficiency. In contemporary classroom instruction, the utilization of the conventional teaching mode persists alongside a lack of evolution in English language pedagogy among educators. In the conventional pedagogical approach, instructors primarily provide lectures without a means of ascertaining the extent to which students are able to comprehend and internalize the material. In order to address this situation, it is imperative to enhance the capabilities of educators. The use of multimedia in the teaching methodology aims to address the limitations of traditional teaching approaches. By leveraging multimedia tools, students are no longer passive recipients of information, so enhancing the liveliness of English learning and mitigating the earlier perception of monotony. Although there may be an inherent component to interest, the majority of it is often gained through various means. Students may exhibit interest in a certain subject matter due to a singular factor, or they may develop an inclination toward studying the English language as a result of encountering a specific phrase or sentence. The implementation of multimedia teaching in the classroom can introduce a diversified approach to instruction, enhancing the substance of lessons, fostering an engaging classroom environment, and promoting students' enthusiasm for English language acquisition. People have a need for social interaction. Every student in a class must socialize, and the essence of socializing is revealing oneself. By viewing English-language videos, we can add English-language interactions to our social activities. Students can improve their English pronunciation through scenario-based learning by viewing videos and implementing the language in social situations. After viewing the same video in the same classroom, students will have varying levels of comprehension. Throughout the social process, they will communicate and converse about the video. This will result in a progressive strengthening of their impression of the video. In addition to displaying emotional requirements in their daily lives and places of employment, people's subliminal desire to be affirmed is prevalent. English is a skill, and the ability to speak English fluently is a characteristic that teachers and classmates can recognize. With this kind of motivation, students will want to drive their own learning and aspire to be recognized in public, and video media instruction is a good method for them to imitate the dialogue and expression in the video, improve their English pronunciation, and ultimately be recognized.

Relate Researches

Gong Yafu (2009), there is a need to reevaluate certain fundamental aspects of English instruction, including the prioritization between grammar and expressiveness. Currently, English education in China primarily emphasizes the teaching of grammar and writing skills, with a strong emphasis on preparing students for regular examinations. Nevertheless, there is a significant disparity between the English language proficiency of pupils and the initial

objectives of language acquisition. Hence, he underscores the need of reinstating emphasis on pronunciation and expressiveness in English teaching.

Wang Qiang (2005) studied the teaching methods of primary school English in the world. Through the analysis of primary school English teaching in 15 international schools, she believed that in order to improve the English level of students in China, they should change their thinking, make students fall in love with English, and let them learn independently through some situational scenarios. To improve students' ability to use English to solve communication problems in life and study, and subtly improve students' ability to express themselves in English.

Zhang Min (2000) introduced the “4P” model, consisting of Preparation, Presentation, Practice, and Production, during the early 2000s. The significance of English language proficiency in English teaching is evident in his instructional approach. In order to enhance English instruction, it is imperative to afford students the opportunity to engage in speech delivery in English, employ English as a means to address learning-oriented presentations, engage in consistent practice, and ultimately enhance students' English pronunciation.

According to Liu Tianhua (2007), the application of knowledge to practical projects or tasks is essential. For instance, the acquisition of mathematical knowledge enables individuals to solve calculation problems, just as learning English can serve as a means to address various issues. By engaging in problem-solving activities, individuals can continuously enhance their proficiency in utilizing these tools, thereby achieving a state of perfection through consistent practice. As an illustration, a pedagogical approach can be implemented wherein a scenario is established, allowing students to narrate a story in the English language based on their individual comprehension. By effectively conveying the narrative, students engage in a continuous process of practice and refinement, thereby fostering attentiveness toward the assigned task. Consequently, this subtle integration of English speaking within the task-completion process facilitates the development of students' oral communication skills.

From the literature review, the conceptual framework can be drawn as shown in Figure 1.

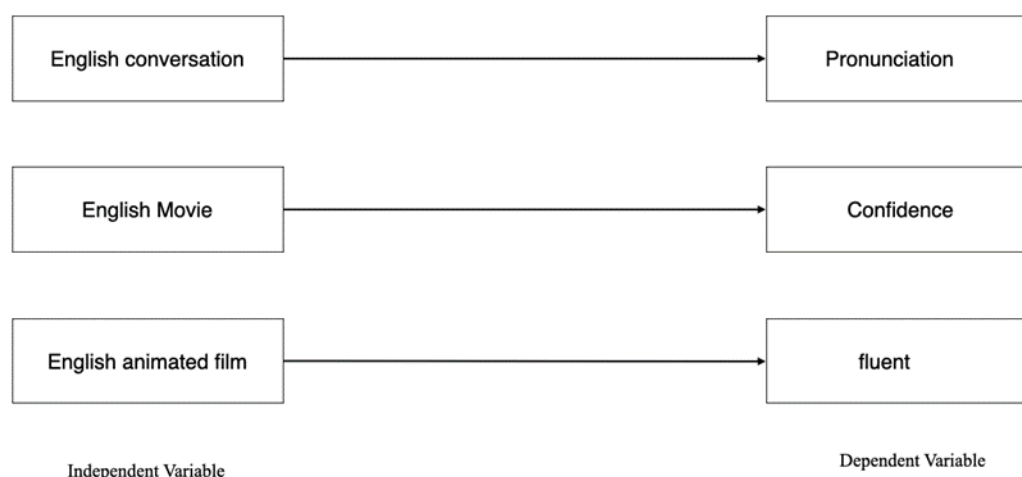


Figure 1 Conceptual framework

RESEARCH METHODOLOGY

The course of doing research, it is customary for research groups to emphasize that the purpose of the inquiry is to address and resolve the identified problem. The primary objective of conducting surveys among students in the initial phase or gathering their opinions following the execution of a research project is to effectively conduct a comprehensive survey and evaluate the acquired data. This serves as a significant point of reference for the study being conducted.

The utilization of the action research approach involves the incorporation of multimedia movies as a means to facilitate autonomous viewing by students, hence fostering recurrent engagement in the learning process. This study examines the impact of multimedia video teaching on students' pronunciation in primary school English classroom instruction. It explores the development and implementation of English video presentation schemes of various themes through iterative updates, verification, modification, and improvement in practical settings.

The experimental method is a research approach that involves the systematic manipulation of variables and the measurement of their effects in order to establish cause-and-effect. During the study procedure, a sample of classes is chosen as the experimental group, where factors related to multimedia video instruction are introduced. The subsequent observation focuses on the alterations in students' oral performance and their proficiency in pronunciation, as assessed by various oral examinations.

The experience summary approach, employed during the research process, might be likened to a method of navigating uncertain terrain by cautiously stepping on individual stones in a river. While multimedia video teaching approaches have been implemented in many regions, this study focuses on the samples picked from Beijing Chaoyang Experimental Primary School. The author consistently reflects on their experiences throughout the research process. Furthermore, it is crucial to establish and strengthen empirical evidence through practical application in order to enhance the promotion of research.

Data Collection

The semester was divided into four distinct phases, wherein each stage presented students with a topic of equal complexity and required them to provide a presentation based on the assigned topic. Subsequently, the instructor posed inquiries pertaining to the substance of the oration. The oral exam results of the students are assessed based on their performance, serving as an indicator of their proficiency in English pronunciation.

The first data was gathered prior to the commencement of the study project, primarily to assess the English pronunciation proficiency of students in each class in order to establish baseline records. The collection of this data is of utmost significance in aiding the research in effectively managing the initial factors. It is imperative that all students possess equal English pronunciation proficiency at the outset since this is crucial for accurately assessing any changes in their pronunciation levels following the introduction of independent factors in subsequent stages.

The second round of data collection was conducted one month following the commencement of the research project, primarily aimed at documenting the impact of video-based instruction on students' spoken English proficiency subsequent to the initiation of the study. The aforementioned data is the initial experiment conducted subsequent to the implementation of independent variables, a pivotal development of great significance. The data has the potential to demonstrate the nuanced alterations in students' English pronunciation over the course of one month following the introduction of the most influential component in the instructional process. It is important to meticulously document the fluctuations in nuanced data during the testing phase, as these changes may not manifest prominently within the initial month.

The data for the third and fourth-time points were obtained during the second and third months following the commencement of the project, with the primary objective of documenting the impact of video-based instruction on students' spoken English proficiency subsequent to the initiation of the study. In the context of these two records, it may be posited that the alterations in students' English pronunciation are expected to exhibit a greater degree of significance. A small proportion of pupils may see significant swings. Certain students may have a notable increase in their scores, accompanied by a considerable improvement in their English pronunciation.

Every individual data record serves as a crucial foundation for the investigation. The author aims to get insight into the alterations in students' English pronunciation subsequent to the introduction of independent factors across four distinct data sets. Firstly, this study aims to compare the growth of students' English proficiency in courses with and without independent factors. Additionally, it seeks to verify the improvement of students' English pronunciation over the course of one semester following the introduction of independent variables. Furthermore, the comparison of several classes is conducted by using independent variables that encompass different durations. The 10-minute, 20-minute, and 30-minute video lessons for the three ABC classes are bound to have distinct effects. The author organized the test data for each class and subsequently conducted a statistical analysis of the data in order to provide empirical evidence for the subsequent study findings.

RESEARCH RESULTS

Table 1 Achievement test for Oral English

Group	Class	Learning time (day)	First time		
			Pronunciation	Confidence	Fluent
G1	A	10 minutes	58.8	62.3	65.6
G2	B	20 minutes	59.3	65.3	68.3
G3	C	30 minutes	59.4	68.3	74.2
G4	DEF	0	58.6	60.1	71.0

Group	Class	Learning time (day)	Second time		
			Pronunciation	Confidence	Fluent
G1	A	10 minutes	61.7	65.4	68.9
G2	B	20 minutes	62.3	68.6	71.7
G3	C	30 minutes	62.4	71.7	77.9
G4	DEF	0	59.8	60.7	70.3

Group	Class	Learning time (day)	Third time		
			Pronunciation	Confidence	fluent
G1	A	10 minutes	61.7	65.4	68.9
G2	B	20 minutes	62.3	68.6	71.7
G3	C	30 minutes	62.4	71.7	77.9
G4	DEF	0	59.8	60.7	71.3

Group	Class	Learning time (day)	Third time		
			Pronunciation	Confidence	fluent
G1	A	10 minutes	71.2	72.1	75.9
G2	B	20 minutes	75.3	75.6	79.1
G3	C	30 minutes	68.8	79.1	85.9
G4	DEF	0	61.7	60.4	72.0

Following the development of the test data, the author proceeded to do a meticulous examination and synthesis in order to identify the coherence among the data sets pertaining to each group. Based on the aforementioned test data, the subsequent findings may be obtained. The use of multimedia videos in English instruction can yield beneficial outcomes in terms of students' English pronunciation. The inclusion of the digital media video as the independent variable was introduced to the three groups denoted as ABC. Following the administration of three distinct assessments at various intervals, it was observed that the mean score exhibited

improvement. Conversely, the three classes labeled as DEF didn't receive the multimedia video as the independent variable, and consequently, no significant alteration in the English pronunciation of the students was detected throughout the three assessments. This study demonstrates that the use of multimedia videos inside English classrooms yields a favorable impact on students' English pronunciation.

The duration of multimedia videos also has varying impacts on the enhancement of pupils' English spoken proficiency. The data table illustrates a positive correlation between the duration of multimedia video learning and the rate of improvement in students' English pronunciation. The three courses, ABC, allocate 10, 20, and 30 minutes, respectively, to their daily study routine. Based on the findings of the assessment, there exists a positive correlation between the duration of study time and the degree of enhancement observed in students' English pronunciation. This observation further demonstrates the significant level of student engagement with video media of this nature. As time progressed, students exhibited a heightened level of engagement and enthusiasm rather than experiencing boredom or fatigue. This increased interest in learning has proven to be beneficial for the enhancement of English pronunciation skills.

There has been a gradual increase in the English pronunciation proficiency of pupils. Based on the limited sample size of three test groups and a maximum daily video teaching duration of 30 minutes, the data suggests that the students' English pronunciation improves gradually as the daily time spent learning increases from 0 to 30 minutes. Furthermore, it is observed that a greater daily time investment in learning leads to a more rapid improvement in students' English communication proficiency. In order to determine the optimal time for students to engage in multimedia video instruction on a daily basis, it is necessary to allocate additional time for the purpose of verification.

DISCUSSION & CONCLUSION

The fundamental tenets of this investigation are grounded in the notion that individuals possess an innate capacity for imitation. Moreover, for students, the utilization of video media entails employing teaching methods that are scene-oriented. This approach enables students to immerse themselves in the material, engaging their auditory and visual senses, as well as their understanding of narrative structure. Consequently, this enhances their enthusiasm for the acquisition of English language skills. Ultimately, the enhancement of English pronunciation can be achieved through means of imitation.

The examination of experimental circumstances includes an analysis of their inherent benefits and drawbacks. One notable benefit of the experiment is its adherence to the established experimental criteria and its effective management of the independent variables, ensuring a high degree of control throughout the whole procedure. Naturally, there exist certain limitations within the experiment, notably the inclusion of a substantial sample size necessitating a considerable number of testing efforts. This poses a significant challenge for the research team, demanding enough human resources assistance.

The topic of discussion pertains to innovation and its associated limitations. During the course of this investigation, we used a novel approach by including many independent factors. One approach involves comparing the outcomes with and without the inclusion of independent factors, while another approach involves examining the impact of various independent variables on the samples, so enhancing the study's efficacy. Naturally, a drawback arises from the limited depth of our video material. If the scope of our video material is expanded to encompass a wider range of topics, its relevance and usefulness as a reference for research purposes will be enhanced.

Through this study, it has been determined that the incorporation of multimedia video into English instruction has the potential to enhance students' English pronunciation. Furthermore,

it has been observed that as the duration of video-based learning increases from 10 minutes to 30 minutes, there is a corresponding improvement in students' English pronunciation. However, certain aspects of this topic remain unresolved. However, it is not yet possible to demonstrate how many hours of video learning should be added each day, nor is it possible to demonstrate the degree to which various categories of multimedia video enhance English pronunciation among students.

There is a pressing need for study in this particular area. In light of this, it is conceivable that the temporal extent of videos can be dynamically modified in subsequent iterations, hence facilitating the concurrent inclusion of diverse video formats. Subsequently, a comprehensive double-blind experiment may be conducted to definitively ascertain the categories of English movies that are appropriate for daily learning purposes among primary school children. In order to examine the impact of multimedia movies on the English pronunciation of primary school kids, a study was conducted.

REFERENCES

- Ding Shuxin, Wu Shixun., & Cui Haiying. (2009). Bian Fenglian. *Journal of Hebei Teachers College of Science and Technology (Social Science Edition)*, (3), 98-101.
- Gong, Yafu. (2009). Rethinking the Concept of English Teaching in Basic Education. *Chinese Foreign Languages*, (6), 9-16.
- Guo, Ailian. (2005). Exploration on AAC Teaching Mode of Primary School English -- An Experimental Study on the Key Project of Hebei Province's "Tenth Five-Year" Education and Scientific Research Plan. *Educational Practice and Research*, (23), 21-22.
- Liu, Tianhua. (2007). *Task-based Language Teaching in Primary School English*. Northeast Normal University.
- Lei, Lijun. (2006). *Research on Communicative Language Teaching Model of Primary School English in Interactive Whiteboard Environment*. Capital Normal University.
- Liao, Aixiu. (2004). *On Primary School English Game Teaching*. Hunan Normal University.
- WANG Qiang. (2005). Research on Foreign Language Teaching in International Primary Schools and its Enlightenment. *Curriculum, Textbooks and Teaching Methods*, (1), 84-90.

Data Availability Statement: The raw data supporting the conclusions of this article will be made available by the authors, without undue reservation.

Conflicts of Interest: The authors declare that the research was conducted in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest.

Publisher's Note: All claims expressed in this article are solely those of the authors and do not necessarily represent those of their affiliated organizations, or those of the publisher, the editors and the reviewers. Any product that may be evaluated in this article, or claim that may be made by its manufacturer, is not guaranteed or endorsed by the publisher.



Copyright: © 2023 by the authors. This is a fully open-access article distributed under the terms of the Attribution-NonCommercial-NoDerivatives 4.0 International (CC BY-NC-ND 4.0).