Studying of Online Teaching Chinese as a Foreign Language by Using VDO Clip with and without Closed Caption for International School Students

Ma Jiao[1] and Pathitta Piyasakusewee[2]*

[1,2]Suvarnabhumi Institute of Technology
*Corresponding Author E-mail Address: mayixin333333@gmail.com

Abstract

Since the beginning of the new crown epidemic in 2020, many schools have started online teaching. The specific objective of this research was 1）to study the appropriateness of Mandarin online teaching by using 3 different closed captions video clips about Mid-Autumn Festival, the first video clip is without a closed caption, the second video clip has an English closed caption, and the third video clip has pinyin & English closed caption. 2）compare the learning achievement of Mandarin online teaching after using these 3 different kinds of closed caption video clips. Tools of research have a lesson plan about the "Mid-Autumn Festival Topic", VDO Clips with three different closed captions mentioned above, a student questionnaire, evaluation form for the appropriateness of online teaching for experts and students. Those tools all pass IOC before use. The population of this study is 24 grade 6 students from an International School in Saraburi. Data for this study were collected by using a survey instrument. Then was analyzed by using S.D. and x̄. The results show that video clips for international school students should be in English caption only or no caption at all. If students want to learn more than only Chinese background knowledge when they watch video clips, captions should be used in pinyin. As a result, students will be able to memorize pinyin and it is good for them during mandarin tests.

Keywords: Video Clips; Online teaching; Students' achievement; International School students

Introduction

With the popularization of Chinese teaching, Thai students' Chinese proficiency has gradually improved, and more students went to have YCT or HSK tests. (Yang, 2022) However, a sudden outbreak of the epidemic has changed traditional teaching methods in Thailand, especially language teaching. (Somsathan & Sanjaiprom, 2021)

Now, I am working in an international school in Saraburi. As a Mandarin teacher, I have witnessed Thailand schools have been stopped or delayed opening times so many times, during that time schools arranged to have online study. Since the epidemic lasted for more than two years, meanwhile, I find that students can't concentrate well in online classes and they don't care what happened in the class even though I used so many teaching skills in the online class. So, I am thinking normal teaching methods may not be suitable for online Chinese teaching and need to change to another way. We all know language learning requires context and online learning is not available. So how to help students involved better in mandarin classes? How to enable students handle Chinese knowledge better? There are so many ways used to improve teaching methods and to let students understand better, such as designed activities, PPT, VDO Clips watching, and situational practice. All of them can be used in my teaching, but I found if only show PPT without video clips maybe just have

pictures and contexts, my students usually feel bored and can't concentrate. However, video clips can help keep learners' attention and concentration, also video has long been accepted as a valuable teaching resource. Among the benefits, it provides a richness of information. It can provide clarity and explicitness not possible with words or still pictures alone. (Mohamad, Yahaya & Munianday, 2008) Gao Bo Wen concluded that inserting micro videos in class enables teachers to effectively instruct students to listen and speak, motivate students to participate in class, and enhance classroom interaction after comparing the two application models of using micro videos in class and after class. The insertion of short videos in class is more conducive to enhancing teaching effectiveness. (Gao, 2018). So, I decided to use VDO Clips in my online teaching class instead of PPT. Meanwhile, different VDO Clips appear to have different learning results. In this research, I used different closed caption VDO Clips to see which one works the best. Therefore, the conclusions drawn can provide a strong reference for the selection of short VDO clips in the online Chinese class as a foreign language in the future. At the same time can provide better services for the dissemination of Chinese as a foreign language.

Related literature and research

Zhao Meng in "The Teaching Practice of Cross-Cultural Short Videos in a Special Topic Class on Social Life in Contemporary China: The Case of Egdobo High School in Hungary," points out that students can watch short videos in Chinese culture classes to gain a more immersive understanding of the local Chinese culture. (Zhao, 2019)

Based on theoretical and empirical studies, Meng Xian（2021）has reflected deeply on the application of short videos in teaching Chinese as a foreign language. She believes that short videos can stimulate students' interest in learning, improve students' enthusiasm and autonomy, improve their listening, speaking, reading, and writing skills, and greatly help them to understand difficult vocabulary and phrases, as well as spread Chinese culture. Through interviews with students, classroom observations, homework completion, and comparison of pre and post test scores, we found that the effect of short video teaching is better than traditional teaching, and students' satisfaction and recognition of short video teaching are higher, and they think that the effect of combining short video teaching with integrated Chinese classes is better. (Xian, 2021)

From the conclusions above we can see that the addition of short videos to the teaching of Chinese as a foreign language classroom can improve students' interest in learning Chinese and their listening, speaking, reading, and writing skills to different degrees, and increase students' satisfaction and recognition of short video teaching. But until now, no scholar has studied the effectiveness of online learning using VDO clips with and without Closed Captions to teach Chinese as a foreign language to international school students in primary school.

Research Methodology

This research has two objectives: 1) to study the appropriateness of online teaching with video clips that have 3 different closed captions: 1.no closed caption 2. has English caption 3. has pinyin & English caption, and 2) to compare the learning achievement of Online teaching by using video clips that have 3 different closed captions: 1.no closed caption 2. has English caption 3. has pinyin & English caption. The research Sample is 24 Grade six students from an international school in Saraburi. The reason to choose Grade six students as the sample is because students in this grade come from 8 different countries, which is a very typical representative of international schools. Those 2 Research tools consist of :1. lesson plan 2. three different closed captions VDO clips 3. questionnaire test paper for Students' achievement of learning the background knowledge about the Mid-Autumn Festival.4.

evaluation forms to the appropriateness of online teaching for experts and students. All the research tools have been checked the quality by appointing 3 experts with knowledge and competence in the design of online learning activities before use. VDO clips with three different closed captions were edited from a YouTube video (*https://www.youtube.com/watch?v=EMMU1YJadzE*) which was made by Chinahighlights and I use for teaching, learning, and this research only. Evaluation forms have 14 questions that were measured on a 5-point Likert scale. Questionnaire test paper including two parts:1. Multiply Choices from 1-15 2. True or False from 16-20. Altogether has 20 questions and 20 points. The questionnaire paper is written totally based on the Mid-Autumn Festival background knowledge that students have learned in an online class on 23 September 2022. These are the forms used to collect experimental data for this research, without them that research can't be done. In that online class, students were separated randomly by ZOOM into three groups which has 8 students per group and studied the Mid-Autumn Festival background knowledge by watching three different closed captions VDO clips.

The first group will watch the video with no closed caption, the second group will watch English closed caption, and the third group will watch pinyin & English with a closed caption. After learning students had a group activity in each three ZOOM rooms which was expressing thoughts, sharing, and listening to friends. In the end, students finished the questionnaire paper and evaluation form independently by using google forms. The teacher double checked and made sure that no duplicate submissions.

Then data collection finished. Before analysis of the gathered data. The dataset was checked for missing data and outliers. The data was analyzed by using S.D. and $\bar{x}$.

Results

The opinions of the sample on video found that the second sample group had the highest opinions on the video clip with English closed captions than the first sample group without the closed caption and the third sample group with both pinyin & English closed captions as shown in Table 1.

Table 1 Student opinions on the video clips

$n_1=8 \ n_2=8 \ n_3=8 \ N=24$

Sample group	item	$\bar{X}$	S.D.
Group1	Video without closed caption	3.44	0.97
Group2	Video with English closed caption	3.67	0.94
Group3	Video with pinyin & English closed caption	3.15	0.95

When considering the opinions in descending order, it was found that Videos with English closed caption is the highest ($\bar{X}=3.67$, S.D.=0.94), the Video clip without a closed caption is the second highest ($\bar{X}=3.44$, S.D.=0.97), the Video clip with pinyin &English closed caption is the lowest ($\bar{X}=3.15$, S.D.=0.95).

The learning achievement of the 3 group samples after finishing the questionnaire found that the first sample group which students watching the video clip with pinyin & English closed caption had the highest grades, the sample group which students watching English closed caption got the second grades, the sample group which students watching no closed caption got the lowest grades as shown in Table 2.

Table 2 Student learning achievement after watching Mid-Autumn Festival video clips

n_1=8 n_2=8 n_3=8 N=24

Sample group	item	$\bar{X}$	S.D.
Group1	Video without closed caption	16.25	4.27
Group2	Video with English closed caption	17.13	3.94
Group3	Video with pinyin & English closed caption	17.38	3.58

When considering the learning achievement in descending order, it was found that Videos with pinyin & English closed captions are the highest ($\bar{X}$=17.38, S.D.=3.58), the Video clip with English closed caption is the second ($\bar{X}$=17.13, S.D.=3.94), the Video clip without a closed caption is the lowest ($\bar{X}$=16.25, S.D.=4.27).

Evaluation form for online teaching materials are 5 sides consisting of: 1. Videos can attract students of all ages. 2. Videos can be stimulated with real English content for students. 3. videos can show context to help students understand the content. 4. Videos enable students to learn a variety of languages and cultures. 5. Videos can help introduce new cultures and ideals for students.

Table 4.3 Evaluation Form to The Appropriateness of Online Teaching for Students

n_1=8 n_2=8 n_3=8 N=24

Sample group	item	$\bar{X}$	S.D.
Group1	Video without the closed caption	3.44	0.97
Group2	Video with English closed caption	3.67	0.94
Group3	Video with pinyin & English closed caption	3.15	0.95

Table 4 Horizontal and vertical comparison of the Evaluation Form to The Appropriateness of Online Teaching for Students

No	Assessment Item	Group1		Group 2		Group 3		Total	
		$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.
1.	Video clips are suitable for studying by myself.	3.56	1.03	3.75	0.86	3.19	0.83	3.50	0.91
1.1	Videos are more interesting than other teaching materials.	3.5	1.31	3.75	1.04	3.00	1.07	3.42	1.14
1.2	I will be ready and open to learn new knowledge when teachers using videos to teach.	3.63	0.74	3.75	0.71	3.38	0.52	3.59	0.66
2	Videos can motivate me to learn Chinese.	3.38	1.01	3.54	1.06	2.83	0.87	3.25	0.98
2.1	The purpose to use videos in Chinese online class is to help me and my classmates use and communicate more in Chinese in daily life.	3.38	1.06	3.63	0.74	2.88	0.64	3.30	0.81
2.2	By using videos, I can understand the content well.	3.63	0.92	3.50	1.07	2.63	0.92	3.25	0.97
2.3	Using videos in Chinese online class helps me know that Chinese is also an	3.13	1.13	3.5	1.41	3.00	1.07	3.21	1.20

No	Assessment Item	Group1		Group 2		Group 3		Total	
		$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.
	important skill that will allow me to connect the world.								
3	videos can show context to help me understand the content.	3.31	1.08	3.44	0.73	3.00	1.15	3.25	0.99
3.1	It is easier to learn Chinese through video than reading or listening by watching videos' animation.	3.00	1.31	3.38	0.52	2.88	1.25	3.09	1.03
4	Videos can help me to access information and learn a variety of cultures.	3.69	0.79	3.69	1.08	3.44	0.96	3.61	0.94
4.1	Videos can also help me open up the world and learn new things.	3.88	0.83	4	0.93	3.88	0.83	3.92	0.86
4.2	Videos can also show me how to get used to listening and speaking Chinese in a variety of accents.	3.5	0.76	3.38	1.19	3	0.93	3.29	0.96
5	Videos can help introduce new cultures and ideals to me.	3.69	0.87	3.88	0.81	3.5	0.82	3.69	0.83
5.1	I can get different views of the world or new cultures through watching videos.	3.5	0.76	3.75	0.89	3.63	0.74	3.63	0.8
	Total	3.53	0.96	3.66	0.91	3.19	0.93		

From the table above, it was found that the second sample group liked online learning with English closed captions the most because videos can help introduce new cultures and ideas to students. For group one, there was a minor opinion because online learning through video clips helps students to access information and learn a variety of cultures and can help introduce new cultures and ideals to students. Also, the third sample results show that those who studied online using video clips that have both Mandarin and English as captions can motivate students to learn Chinese.

When considering the appropriateness of online teaching for the students in descending order, it was found that Videos with English closed caption is the highest ($\bar{X}$=3.66, S.D.=0.91), the Video clip with no closed caption is the second ($\bar{X}$=3.53, S.D.=0.96), the Video clip with pinyin & English closed caption is the lowest ($\bar{X}$=3.19, S.D.=0.93).

From the comparison, it was found that the group two sample which used video clips with English closed caption and the group three sample which used video clips with pinyin & English closed caption had very different opinions. But when looking at the relationship between the opinions of the video clip and the test results, there was no correlation at all.

Conclusions, Discussion of Results, and Suggestions

The researcher makes a video clip with 3 different closed captions for students, but students satisfy with the English closed caption and the students who watched the video without closed captions were also satisfied with it too. However, students did not satisfy the

video clip with pinyin & English closed captions. The fact is when examining the relationship between academic performance and video in various formats, it was found that there was no correlation at all because students who studied with pinyin & English video clips did not agree with the format of this video clip, but the questionnaire for learning achievement is the best. In contrast, students who agreed with video clips with only English subtitles scored less.

The result was quite like the result of Ching et al. (2012) who did research on the effects of video caption modes on English listening comprehension. To get a better learning outcome, it was shown from the research result, teachers should choose the suitable closed caption for students instead of satisfying students' preferences. Without the availability of captions and subtitles, the complexity and transient nature of the audiovisual input often make it difficult for language learners to truly comprehend foreign utterances (Martine, 2004). Students learning achievement showed that the students learning without closed caption video clips have the lowest grades. Captions or subtitles can lead to significant improvement in listening skills if viewers learn to take advantage of relevant strategies (Martine, 2004). Students learning achievement showed that the student learning with pinyin & English closed caption video clips have the highest grades and students learning with English closed caption video clips have the second grades. As a result, the research results are like the result of Martine (2004). For most of the students in Grade 6, English and Mandarin are not their mother languages but compared with mandarin they are more familiar with English cause they use English the most on campus. Compared the learning achievement we can easily find that when giving international school students who use English the most on campus Chinese video clips to learn Chinese, teachers better choose English closed captions for the learning video clips to achieve the best learning achievement.

Therefore, the researcher would like to summarize the results of this research as generally, video clips for foreign students should be in English only or no caption needed. If the learner wants to learn Chinese Captions, a video clip should be used in pinyin closed caption, so that students will be able to memorize pinyin and good for them when doing the mandarin test.

Moreover, there are some suggestions after doing this research:1.Teacher should have guidelines for choosing the right video clips which are suitable for students with diverse nationalities and languages.2.Teachers should have guidelines for designing small group online teaching activities and choosing media that is suitable for the students' needs.In the furture,Teachers should study how to use other media tools than only focus on mandarin video clips to teach mandarin online.

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