DOI: 10.14456/rjes.2020.5

Rangsit Journal of Educational Studies
Volume 7, No.2 (July-December 2020)

The Use of Video Media in Learning Chinese Pinyin of Grade 4 Thai Students

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Received 2020-09-04/Revised 2020-10-29/Accepted 2020-11-09

Abstract
This study aimed to compare the learning achievement of grade 4 Thai students before and after the use of video media and to investigate their learning satisfaction towards the use of video media in learning Chinese pinyin. The study was conducted with 60 students (30 in the experimental group and 30 in the control group) in a school in Pathum Thani Province for over four weeks. The quantitative data were collected through a pre-test and a post-test and the qualitative data through semi-structured interviews and peer observation. The quantitative data were analyzed and interpreted using the independent sample t-test at the $p<0.05$ level of significance. The qualitative data were analyzed using content analysis. The mean scores for the pre-test in the experimental group and the control group were 13.47 and 13.90, respectively. In contrast, the mean scores of the post-test for the experimental group and in the control group were 26.17 and 22.70 respectively. A comparative analysis of the improvement of the mean scores was done between the two groups. The significance value (p) of the pre-test and post-test mean scores between the experimental group and the control group were 0.34 and 0.02, respectively. This showed that the experimental group made more significant improvements than the control group. The findings from the qualitative data revealed that students were satisfied with the use of video media in learning Chinese pinyin. It is recommended that video media should be used in teaching Chinese pinyin.

Keywords: *video media, Chinese pinyin, grade 4 Thai students, learning satisfaction*

1. Introduction

As a result of the increasing frequency of international exchanges in economics, trade, science, technology, culture, education, art, and tourism with China, the demand for Chinese learning in the world has nowadays increased sharply (Wang & Lemmer, 2015). Because the geographical location of Thailand is close to China and the cultural similarities between China and Thailand, Thailand has been at the forefront of the world for its Chinese learning and teaching. Thailand was the first country that opened the curriculum of learning and teaching the Chinese language (Lei, 2007).

Chinese pinyin is a foreign language for Thai students. Lu (2013) mentions in the article "Chinese Pinyin and Chinese Teaching" that "Chinese Pinyin is easy to learn and master. It can help learners rapidly examined Chinese with Pinyin and learn Mandarin and writing Chinese." The predominance and convenience of Chinese Pinyin make it a useful tool for Chinese people to learn the mother tongue and a must for foreign learners to learn Chinese. Chinese pinyin aims to facilitate Chinese language education for both native and non-native speakers and pinyin is commonly used as the "first step in Chinese literacy", it is so powerful in bridging the gulf between Chinese writing and speech (Du, 2010). No doubt that Chinese pinyin is a good helper for teaching Chinese.

Learning a foreign language is a challenging task, utilized technological tools to learn could make it easier. According to Kramsch (2014), the participatory electronic chat rooms, videos, internet, telecollaboration and social networks as the communicative pedagogies enable students to increase access to native speakers in their cultural environments. Video technology of the 21st century allows teachers to create a completely different set of teaching instruments that are accessible to learners anywhere. Berk (2009) observes that video clips

are a major resource for teaching the Net-generation, the research found that used videos and multimedia learning in teaching help students to improve memory, understanding, and deeper learning, particularly with introductory courses and novice learners.

Besides, video media are vivid and melodious. By employing video media in Chinese teaching, the learning process is accomplished with less effort, and student motivation in learning a foreign language is promoted (Barnhardt & Redmond, 2007). Cheung (2001) alleges that the "variety, excitement and novelty" of this teaching method can help to create an enjoyable classroom atmosphere, which will decrease anxiety and encourage engagement and participation of students. Further, Gorissen (2013) states that once video media material has been created, it can be used again by the teacher in a subsequent lesson cycle. The students can view the video media several times by selecting suitable speed and time according to their situation. Using video media can be a way to reduce in-class time spent on information transfer and increasing the time available in-class for more engaging learning activities to promote students' positive knowledge construction (Day, 2008).

As a teacher, it is crucial to know when to use interactive video media. Video media can provide students with audio and visual experiences by appearing to the hearing and seeing senses at the same time. As suggested by Zac (2015), there are different types of video media: Clip/fragment (YouTube), Khan Academy (covering a specific subject), Feature film/documentary, Live lecture capture (technician or student recording), Web lecture (pre-recorded studio lecture, covering several subjects), Google Hangouts (live-streamed discussion, instantly available on an external server, e.g. YouTube), etc. According to the type of video media, the researcher selected video media to utilize in the classroom from already available online video material through Open Educational Resources or a source such as YouTube.

The selected video media is also based on the research as shown: Intajuck (2004) describes that the instructional message must be clear to the learners because the accent and the language used in the video media may let the learners meet a problem. The video media must be chosen based on a suitable level of language use and the opportunities they provide for language learning. Moreover, Guo, Kim and Robin (2014) express that students' average engagement time for watching video media is close to 100% if the length of video media is less than five minutes. But if the length of video media increases, students' average engagement time will drop. An average engagement time with a video media of 9-12 minutes is about 50% and a video media of 12-40 minutes is about 20%.

Also, contrary to the traditionally expected static lecture format of teachers and lecturers, the video media naturally appear to be more readily available to store the information in the long-term memory of the students. People will usually remember 10% from the reading, 20% from the hearing, 30% from the seeing, and 50% from the hearing and seeing. So, the video media which provide both audio and visual materials can help learners to store the information in the long-term memory (López-Osorio, 2016). Bueno (2009) describes that learning a foreign language nowadays is not as a static experience for the Internet-generation anymore. Learners who take a proactive role are actively watching, reading, and listening, and thus information intentionally or unintentionally via in-class and out-of-class learning processes in passionate affinity spaces.

Ozkan (2002) describes that video media can facilitate language teaching and learn in diverse ways, because it makes the classroom learning nice without the monotony of the learners, and it can help the learners to generate ideas for discussion. Besides, using content-related video media helps the learners to conceptualize the ideas and get in-depth thought on that topic. Video media help to increase the engagement of students and turning the classroom into a space of active learning, it means that video media is effective and the students find it enjoyable (Day, 2008). At the same time, learners can concentrate on the use

of contextual language in the video media along with non-verbal features of language that help them to have a better understanding of the target language use (Çakir, 2006). Cepon (2013) expresses that the music and setting elements in video media make learning language entertaining, enjoyable, motivating, and a low anxiety-provoking environment. Video media generate excitement, increase motivation, build confidence, and encourage autonomy and proactivity by providing topics and ideas for learners to discuss (Riswandi, 2016). These activities provide opportunities for learners to develop communicative competence and build teamwork by discussing and sharing ideas (Cakir, 2006).

This study aimed to find out the effectiveness of video media in teaching Grade 4 Thai students' learning Chinese Pinyin. In China, learners generally need to train to read and pronounce pinyin before they begin to learn characters. Pinyin is recommended to use in the early stages of learning to assist the learners to understand (Zhang & Zhu, 2007). Winke, Gass, and Sydorenko (2010) state that when the video comes to the teaching of foreign languages, videos are good materials for expressing the voices of native speakers in foreign language teaching and learning. Kupfer (2003) and Perfetti (2003) found out that Chinese pinyin is an important part of learning and teaching Chinese, and pinyin have positive effects on developing CFL students' learning. However, not many studies about using video media in teaching and learning Chinese pinyin have been done in Thailand. Donkor (2011) also discovers that learners are highly satisfied with the instructional materials based on the videos. In conclusion, effective teaching builds connections between the knowledge of the students and the learning goals of the course. The above studies support that the use of video media can attract students, assist student knowledge retention, encourage interest in the topics, and indicates the relevance of many concepts. Therefore, it is assumed that using video media would be an effective instructional method to assist Grade 4 Thai students to learn Chinese Pinyin.

2. Research Objectives

1. To compare Grade 4 Thai students' achievement before and after using video media in learning Chinese Pinyin.
2. To investigate Grade 4 Thai students' satisfaction towards the use of video media in learning Chinese pinyin.

3. Research Methodology:

3.1 Research design

In this study, quantitative data and qualitative data were available. The researcher conducted pre-test, post-test, and peer observation to figure out the Chinese pinyin students achievements. Likewise, a semi-structured interview was conducted with 15 volunteer students in the experimental group to study their learning satisfaction of using video media in learning Chinese pinyin. Therefore, the researcher used the mixed-methods to carry out the study as shown in Table 1.

Table 1. Research Design

Step of Research	Participants	Organization/People Involved
1.Lesson Plan Design (Select Video Media)	The researcher	3 Experts for IOC
2.Pre-test and Post-test Design	The researcher	3 Experts for IOC
Step of Research	Participants	Organization/People Involved
3.Semi-Structured Interviews Design	The researcher	3 Experts for IOC
4.Peer Observation Form Design	The researcher	3 Experts for IOC
5.Pre-test and Post-test Distributed to Targeted Samples	Two groups (The experimental group and control group) of 30 students in each group.	60 Grade 4 students from the primary school.
6.Semi-Structured Interview	15 volunteer students of 30 students in the experimental group.	15 volunteer students from 30 Grade 4 students of the experimental group.
7. Data Analysis	The researcher	

3.2 Population

The population of the study consisted of 5 sections of 176 Grade 4 Thai students studying in one of the Primary Schools in Pathum Thani. A clustered random sampling was taken up to select 2 sections as sample groups (the experimental group and the control group, 30 students in each group) through. A total of 60 students were in the age range of 9-11 years old with mixed genders and mixed abilities.

3.3 Research Instruments

1. Lesson plans: Four lesson plans of 120 minutes each were incorporating video media that experts thought feasible, and the video media are closely related to teaching topics, being used in the class of the experimental group. A total of 8 sessions would be taught with 2 sessions every week.

2. Achievement test: Pre-test was conducted before the intervention and post-test with the same content was conducted after the intervention to the experimental group and the control group of grade 4 students. The test consisted of 2 sections: the first section is a listening comprehension test with 27 items and the other section is a filling in the blanks test with 18 items about certain topics.

3. Semi-structured interview: The 15 volunteers of grade 4 Thai students in the experimental group were interviewed at the end of the study to investigate the students' satisfaction with the use of video media in learning Chinese pinyin. The interview was conducted with 6 open-ended questions as shown in 4.2. The students' responses were audio-,

recorded, translated into English, and analyzed using content analysis to obtain the qualitative data.

4. Peer observation: Peer observation was conducted to examine the students' achievement and satisfaction in using video media in learning Chinese Pinyin of Grade 4Thai students in the experimental group. A peer teacher with several years of experience in teaching Chinese was invited to conduct classroom observation by using the observation form in the second session of each week as shown in 4.3.

3.4 Validity and Reliability

All the research instruments were tested for validity and reliability before carrying out the study. The tools for this study were validated and rated above 0.67 (IOC) by three experts in the education and teaching Chinese. To check the reliability of the pre-test and post-test, the researcher carried out a reliability test with 30 Grade 4 students who were not part of the sample group. Cronbach's Alpha is used to compute the test reliability. The results of the test were greater than 0.7, making them acceptable and reliable for use in the study.

3.5 Data Collection Procedure

The research was conducted with the permission of the principal and teacher in charge of the class. The consent was also sought from children and their parents to take part in the study. An approval to carry out the study was also obtained from the Ethics Committee of the Research Institute of Rangsit University. Anonymity and confidentiality of participants' details, suggestions, and the records of the interview were kept at all times.

4. Results and Discussion

4.1 Data Analysis of Achievement Test

Table 2: The comparison of the improvement scores between the experimental group and the control group

Group	Mean	Mean Difference	Standard Deviation	Sig(1-tailed)
Experimental	11.10	11.10 - 4.67= 6.63	4.49	0.00
Control	4.47		9.80	

Significance level (p) :< 0.05-Significant*

Table 2 shows that the mean improvement scores of the experimental group were 11.10 and that of the control group was 4.47 that resulted in a mean difference of 6.63. From the comparison, it was noted that the mean of the experimental group was significantly progressive in the control group. The 1-tailed significant value (p) being 0.00 which was lower than P<0.05 indicated that there was a statistically significant rise in the improvement scores of the experimental group compared to the post-test scores of the control group. Further, the result shows that the experimental group are more reliable over the control group.

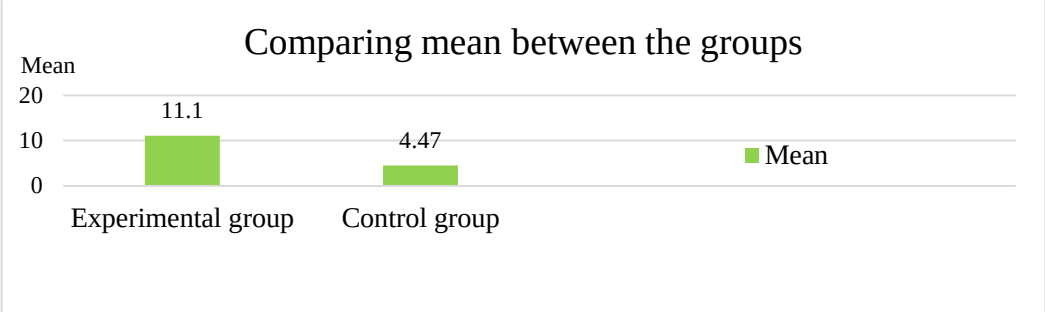

Figure 1. Comparison Improvement Scores between the Groups

Table 3: The comparison scores of the pre-test and post-test within the experimental group and control group

Group	Test	Mean	Mean Difference	Standard Deviation	Sig(1-tailed)
Experimental	Pre-test	13.47	26.17-13.47= 12.70	4.13	0.00*
	Post-test	26.17		5.31	
Control	Pre-test	13.90	22.70-13.90= 8.80	4.08	0.00*
	Post-test	22.70		6.87	

Significance level (p) :< 0.05-Significant*

Table 3 showed the mean difference of pre-test and post-test within the experimental group was 12.70 and the control group was 8.80. Results of the data analysis reveal "that the mean different experimental group increased more than those in the control group." The 1-tailed significance value (p) of pre-test and post-test between the experimental group and the control group was 0.00. The significance value (p) of both experimental and control group were 0.00 which indicated that there was a statistically significant increase in the scores of the students in the post-test as compared to that of the pre-test in both the groups. This is illustrated in Figure 2.

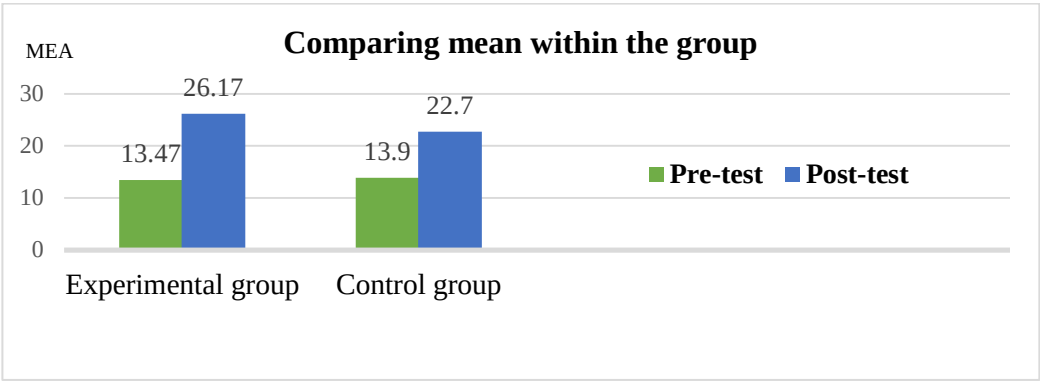

Figure 2 Comparison Scores of Pre-test and Post-test within the Group

Table 4: Pre-test scores and post-test scores comparison between the groups

Test	Group	Mean	Mean Difference	Standard Deviation	Sig(1-tailed)
Pre-test	Experimental	13.47	13.47-13.90= -0.43	4.13	0.34
	Control	13.90		4.08	
Post-test	Experimental	26.17	26.17-22.70= 3.47	5.31	0.02
	Control	22.70		6.87	

Significance level (p) :< 0.05-Significant*

Table 4 showed the mean difference of Pre-test and post-test between the experimental group and the control group were -0.43 and 3.47. The 1-tailed significance value (p) of the Pre-test and Post-test between the experimental group and the control group were 0.02 and 0.34. As expected, this showed a better result from the experimental group compared to the control group. This is illustrated in Figure 3.

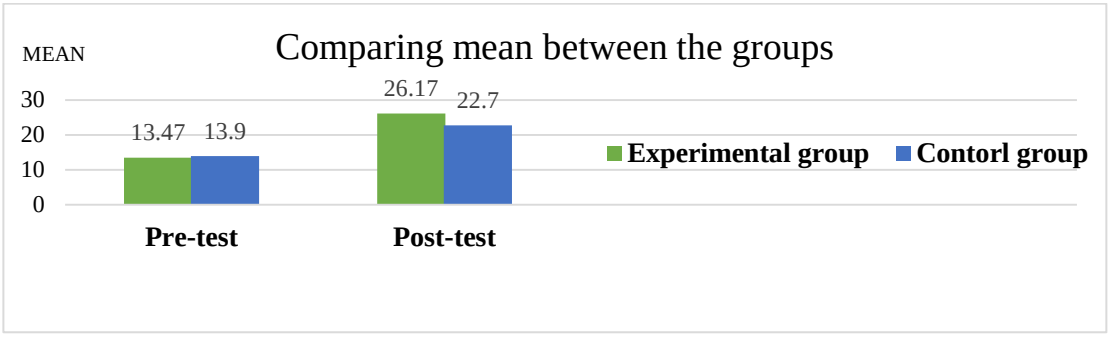

Figure 3 Comparison of Pre-test Scores and Post-test Scores Between the Groups

4.2 Semi-structured Interview Data Analysis

The semi-structured interview was conducted at the end of the study with 15 volunteers Grade 4 students. The responses of students were recorded and translated for data analysis in English. The researcher utilized Content Analysis to analyze qualitative data from each interview of the participant with 6 open-ended questions as follows.

Question 1: Which part of the class did you like or dislike the most? How?

The students shared that the part they most liked in class was the use of video media in learning Chinese pinyin. Video media introduced Chinese pinyin clearly and they understood Chinese pinyin more easily and they felt interested in the lessons.

Question 2: How did you feel about using video media to learn Chinese Pinyin in class?

The students conveyed that the use of video media made them feel useful and interested. They had the satisfaction and enjoyed the lessons taught with video media. Video media helped them to learn Chinese pinyin.

Question3: How did the use of video media help you understand Pinyin better?

Students learning Chinese pinyin through the use of video media knew the method and the key points of pronouncing Chinese pinyin when viewing the video media. Also, they were able to practice the pronunciation of Chinese pinyin by following the video media.

Question 4: Did you think using video media to learn Chinese Pinyin was a good method? Why?

According to the students' responses, all students agreed that the use of video media was a good method for learning Chinese pinyin. Almost all students' responded that video media helped enhance Chinese pinyin pronunciation ability. Some students felt enjoyable when using video media to learn Chinese pinyin, and said that video media enhanced their interest in learning Chinese pinyin.

Question 5: Have you achieved what you expected for so far?

The students revealed that they achieved their expectations through the use of video media in learning Chinese pinyin. Although different students had different expectations, for instance, some students wanted to improve their pronunciation ability, some students wanted to improve their listening ability, and some of them wanted to improve their vocabulary memory, but they all achieved their expectations.

Question 6: How did you feel about working with your classmates?

The students said that they felt interested and enjoyable when they doing activieties with peers or groups in learning Chinese pinyin based on the video media. Also that through cooperative learning, they encouraged one another to better learning of Chinese pinyin.

Up to this point, the researcher concluded that the use of video media enhanced students learning in Chinese pinyin. After the intervention using video media in learning Chinese pinyin, the students' learning achievement improved significantly. The students also uttered positive views and felt satisfied to learn Chinese pinyin with using video media.

4.3 Peer Observation Data Analysis

Four sessions (2nd, 4th, 6th, and 8th) were conducted to complement the quantitative data to answer the research question "Would the use of video media enhance Grade 4 Thai students' learning Chinese Pinyin in the experimental group?" with the help of a peer teacher. Five sections of the total data were organized and interpreted as follows.

1. Focus of the observation: The focus of the observation was related to the topics of learning 9 Chinese pinyin consonants (Topic 1: z c s; topic 2: zh ch sh r; topic 3: yw; topic 4: review 9 Chinese pinyin consonants). The peer teacher noted that students learning the above Chinese pinyin consonants through video media became the focus of the class observation, and students have a high-level learning positivity in learning these Chinese pinyin.

2. Observation notes: The observation notes have shown that the objectives of using video media to help students in learning Chinese pinyin were clear. Furthermore, students can understand what they learn, and they pay attention to practice the pronunciation of Chinese pinyin. It can be seen by the observation that the Chinese Pinyin learning ability of students would be enhanced.

3. What was good: Under the peer observation, several good points were coming up such as students actively participates in classroom activities; students grasping the key points what the video media wanted to deliver, etc. These helped the students in the experimental group learn Chinese pinyin to know the good ways of learning and to facilitate the development of learning. When students could get to the key points, the students could enhance their learning achievement in learning Chinese pinyin through these key points.

4. Action plan after the observation: Action plan after the observation meant how to take measures to solve problems and enhance learning in the future classes. According to the observation form, it opined that the teacher should pay more attention to the conclusion, also that other areas that are important of video media, and provide them support and guidance to help them enhance learning better. The students needed to know self-problems when learning Chinese pinyin by using video media and solve the problem to enhance learning. At the same time, students probably used their strengths to help classmates achieve progress.

5. Recommendations: The peer teacher conveyed that a few students needed to pay more attention in learning Chinese pinyin class, and more diversified classroom activities and the guidance from the teacher, to continue strengthening their Chinese pinyin learning in the future. Through these recommendations, it helped students to enhance the understanding of Chinese pinyin. It was also conducive to the development of learning Chinese pinyin. It helped to promote reflection on the efficacy of the students' learning and understanding their learning needs as well as enhance the quality of learning in a long term.

In summary, peer observation aimed to promote the teachers' understanding of teaching, meet students' learning needs. and certainly, enhance students' learning achievement in learning Chinese pinyin by using video media.

4.4 Discussion

The discussion based around two research objectives:

Research objectives 1- To compare Grade Four Thai students' achievement of before and after using video media in learning Chinese Pinyin.

The findings of this study showed that the use of video media significantly enhanced student learning achievement. It was supported by the studies of Cakir (2006) who investigated using video media in the classroom to enhance the learning achievement of students.

The use of video media in learning Chinese pinyin had a significant impact on the students' test achievement. This was evident from the achievement test results of the students which showed the mean difference of 12.70 between the pre-test and post-test of the experimental group. The pre-test scores were almost equal in both groups, indicating the similar ability of students in both the control group and the experimental group before the treatment. When the post-test scores of both the groups were compared, the mean of the experimental group was significantly higher than that of the control group with a 1-tailed significant value of 0.02.

This finding was in line with the studies of Čepon (2013) who investigated on the use of the video media in the classroom and found out that the learning outcomes. The author clearly suggests forign language understanding for speakers of other languages because the participants were able to learn through exposure to video media, Ellis (2006) describes that while we are learning a foreign language in a novel way, e.g. viewing videos, learners' attention will be raised. Attention is one of the most principal factors determining the learners ' learning achievements. Similarly, Tan and Lim (2008) studied the effects on the achievement of the students' Mandarin of using multimedia (including video media) teaching instruction versus traditional classroom teaching versus. The result of the study showed that the difference between both the control group and the experimental group became statistically significant.

The result of the classroom observation also supplemented and supported the finding of the pre-test and post-test. The students participated actively in the Chinese pronunciation activities over time when video media were employed. Students were encouraged to work in groups and peers to share the ideas and practice to find out the solutions for their problems. The lesson was observed as enjoyable and interesting for the participants. Participants were found motivated to practice Chinese pinyin during the activities. They enhanced their learning in learning Chinese pinyin. Pisarenko and Krasnoshchekova (2016) state that video media resources allow the demonstration of the object of studies a foreign language in real languages. Video media resources allow the demonstration of the object of studies a foreign language in conditions. It permits the organization of perception in maximal value to enhance learning.

Research objectives 2- To investigate Grade Four Thai students' satisfaction with the use of video media in learning Chinese Pinyin.

The semi-structured interview was used as an instrument for the second objective. The finding showed that the students had exhibited a remarkable level of learning satisfaction towards the use of video media in learning Chinese pinyin. The learning satisfaction semi-structured interview was used only with the experimental group since the control group was taught using the traditional method. All students who were in the experimental group enjoyed learning, using video media in learning Chinese pinyin throughout the activities.

This finding was similar to the study of Pisarenko and Bondarev (2016). In the study, it was stated that the use of visualization materials helped in develop the instructional atmosphere which was perceived to be mentally more relaxed and enjoyable for the trainees. Using video media helped to develop the activity of different kinds of students, and also their attention and memory. There was an atmosphere of joint informative activity in the participants when viewing the video media that promoted and increased attention concentration (Rieber & Robinson, 2004). Their study revealed that students were highly satisfied with using visualization materials (video media) and their perception of learning knowledge improved in the class of enjoyment, understanding, and efficiency.

According to the responses of the semi-structured interview, the possible reasons for such a finding could be due to students' like and interest in learning Chinese pinyin as a result of using video media in the class. It helped them understand the theme easily and they also learned the correct way of completing the tasks with the help of video media. Video media in Chinese pinyin lessons strengthened their learning and it was more enjoyable and educative than using a traditional teaching method for the students. Video media had the characteristics of visualization. Visualization materials helped the students generalize and remember the content and also facilitated its longer preservation in memory and easy reproduction (Andrade & Spinillo, 2013).

5. Conclusion

The study found that the use of video media in learning Chinese pinyin enhanced students' achievement after the intervention. With or without 'that' students were satisfied with the use of video media in learning Chinese pinyin since video media motivated their interest and helped them establish a good method to practice Chinese pinyin. The use of video media in the classroom engaged students actively in the learning process which helped them understand the text easily and retain the knowledge for a longer period. The findings of the study which corresponds to the study of Andrade and Carla (2013) write that video media help to summarize, also memorizes the contents studied as well as facilitate it's longer stay in memory and likewise easy to imitate. Thus, the researcher would recommend that based on the findings of the study, video media should be considered as an alternative method to enhance students learning in Chinese pinyin. Chinese pinyin teachers were recommended to use video media during Chinese pinyin instruction to enhance students' learning achievement and learning satisfaction.

Furthermore, according to the limited scope of the study, similar research can be conducted with different grade levels and larger sample sizes in learning other topics of future study. Similar research could be conducted at other countries' primary schools to explore the effects of using video media in learning Chinese pinyin and the learning satisfaction of students. Also, the findings revealed that the duration of the study, which was only four weeks, limited the students' mastery of all Chinese pinyin so that students could have more time to train and practice.

6. Acknowledgements

I would like to extend sincerely grateful to my thesis advisor, Dr. Nipaporn Chalermnirundorn for guidance and support throughout the research period. I am also sincerely grateful to the thesis chairperson Associate, Dr. Marut Phatphol, and thesis committee member Associate Dr. Usaporn Swekwi for their valuable comments and suggestions.

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