



เจตคติของครูต่อการใช้สื่อมัลติมีเดียช่วยสอนวิชาภาษาอังกฤษระดับอนุบาลในประเทศไทย

The Teachers' Attitudes Toward the Use of Multimedia-Assisted Instruction in Chinese Kindergarten English Class

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บทคัดย่อ

การศึกษานี้มีเป้าหมายเพื่อทำความเข้าใจทัศนคติของครูภาษาอังกฤษระดับอนุบาล 44 คนในวิทยาเขตคุณหมิงและฉงชิ่งของ EF ที่มีต่อสื่อมัลติมีเดีย ความท้าทายที่พวกเขาเผชิญ และกลยุทธ์การสอนของพวกเขา งานวิจัยนี้ได้ใช้วิธีการวิจัยแบบผสมผสานระหว่างการวิจัยเชิงปริมาณและการวิจัยเชิงคุณภาพ โดยได้สำรวจปัจจัยที่มีผลต่อเจตคติของครูในการใช้สื่อมัลติมีเดียช่วยสอนวิชาภาษาอังกฤษระดับอนุบาล ความท้าทายที่ครูต้องเผชิญขณะใช้สื่อมัลติมีเดีย และกลยุทธ์ในการสอนของครู ผลการวิจัยพบว่า ครูภาษาอังกฤษระดับอนุบาลส่วนใหญ่สนับสนุนการใช้สื่อมัลติมีเดียช่วยสอน แต่สภาพแวดล้อมที่ไม่เอื้ออำนวยและการฝึกอบรมด้านการใช้สื่อมัลติมีเดียที่ไม่เพียงพอส่งผลต่อเจตคติของครูในการใช้สื่อมัลติมีเดียช่วยสอนวิชาภาษาอังกฤษ ไม่เพียงเท่านั้น ครูผู้สอนยังต้องเผชิญกับความท้าทายต่าง ๆ เช่น อุปกรณ์มัลติมีเดียในห้องเรียนใช้งานไม่ได้ นักเรียนไม่มีสมาธิในการเรียน และครูผู้สอนพึ่งพาสื่อมัลติมีเดียมากเกินไป เป็นต้น นอกจากนี้ ผลการวิจัยยังชี้ให้เห็นว่า ครูภาษาอังกฤษระดับอนุบาลควรนำการสอนภาษาอังกฤษด้วยสื่อมัลติมีเดียมาผสมผสานกับการสอนภาษาอังกฤษรูปแบบเดิม เพื่อสร้างสภาพแวดล้อมการเรียนรู้ที่ดียิ่งขึ้น และครูภาษาอังกฤษระดับอนุบาลจำเป็นต้องเสริมการวิจัยเชิงทฤษฎีเกี่ยวกับสื่อมัลติมีเดียช่วยสอน เพื่อกำหนดตำแหน่งและหน้าที่ของสื่อมัลติมีเดียในชั้นเรียน ขณะเดียวกัน ครูสอนภาษาอังกฤษระดับอนุบาลไม่ควรละทิ้งวิธีการสอนภาษาอังกฤษแบบดั้งเดิมโดยสิ้นเชิง แต่ควรผสมผสานการสอนภาษาอังกฤษแบบดั้งเดิมเข้ากับการสอนแบบมัลติมีเดีย

คำสำคัญ: มัลติมีเดียช่วยสอน การเรียนภาษาอังกฤษ ครูสอนภาษาอังกฤษ นักเรียนอนุบาลจีน



Abstract

The aim of this study is to understand the attitudes, challenges, and teaching strategies of 44 EF kindergarten English teachers in Kunming and Chongqing campuses towards Multimedia-Assisted Instruction. Using a combination of quantitative and qualitative methods, this study explores the factors that affect kindergarten English teachers' attitudes towards Multimedia-Assisted Instruction, the challenges teachers encounter when using Multimedia-Assisted Instruction, and the teaching strategies used by teachers. It is found that most kindergarten English teachers support Multimedia-Assisted Instruction, but the teaching environment and multimedia training kindergarten English teachers receive affect the kindergarten English teachers' attitude towards Multimedia-Assisted Instruction in kindergarten English classroom. In addition, kindergarten English teachers are faced with challenges such as the failure of multimedia equipment, students' inattention, and excessive dependence on multimedia. The results also show that while using Multimedia-Assisted Instruction, kindergarten English teachers should combine multimedia English classes with traditional English classes to create a better learning environment. Kindergarten English teachers need to strengthen the theoretical research of Multimedia-Assisted Instruction to clarify the status and role of Multimedia-Assisted Instruction methods in teaching. Kindergarten English teachers should not completely abandon the traditional English teaching method but should actively combine it with Multimedia-Assisted Instruction.

Keywords: Multimedia-Assisted Instruction, English Classrooms, Teachers of English Class, Chinese kindergarten

INTRODUCTION

Multimedia-Assisted Instruction refers to the use of multimedia technology to comprehensively organize, integrate, process, and control a variety of media information such as pictures, videos, text, and sound, and combine all elements of multimedia according to teaching requirements and display them on the screen to achieve the purpose of teaching or training (Li, 2022).

On the one hand, many kindergarten teachers realize that the use of Multimedia-Assisted Instruction in kindergarten English education can help students improve learning efficiency. However, some teachers' negative attitudes, such as the fear of using Multimedia-Assisted Instruction in kindergarten English classes, will lead to the loss of control of the



class, leading them to avoid using Multimedia-Assisted Instruction in kindergarten English education (Feng, 2017). Researchers have found that teachers play the role of organizers and guides in teaching activities. Therefore, teachers' attitudes towards the use of Multimedia-Assisted Instruction in English classrooms are crucial to the successful integration and implementation of educational programs. (Xhaferi, Farizi, and Bahiti, 2018).

On the other hand, there are also many challenges in the use of Multimedia-Assisted Instruction. Hong (2016) shows that kindergarten English teachers ignore students' dominant position when using Multimedia-Assisted Instruction. Feng (2017) found that many kindergarten English teachers intentionally integrate Multimedia-Assisted Instruction into classroom teaching activities, but Multimedia-Assisted Instruction did not play a positive role in the process of English teaching for children.

The purpose of this study is to understand factors influencing the attitude of kindergarten English teachers in using Multimedia-Assisted Instruction in kindergarten English classroom, the challenges kindergarten English teachers encounter when using Multimedia-Assisted Instruction, and the teaching of kindergarten English teachers using Multimedia-Assisted Instruction in kindergarten English classes.

OBJECTIVES

1. To assess kindergarten English teachers' attitudes toward Multimedia-Assisted Instruction.
2. To identify the challenges inherent in the utilization of Multimedia-Assisted Instruction used by kindergarten English teachers.
3. To identify the Multimedia-Assisted Instruction strategy used by kindergarten English teachers.

MATERIALS AND METHODS

The study was conducted in Kunming and Chongqing, China. The EF campus in Kunming currently has 15 teachers, including 12 Chinese teachers and 3 native English speakers. Ef Chongqing has a total of 29 teachers at the two campuses, including 20 Chinese and 9 native English speakers. The total number of teachers is 44. Since there were only three EF campuses in Kunming and Chongqing, which have a total of 44 Chinese and native English teachers, the same number of people in the study will essentially be used as the study sample. There were three research instruments in this study. The first research instrument was questionnaire. The



second research instrument was classroom observation. The third research instrument was semi-structured interviews. The study was conducted in the first semester of 2023. On January 24, 2023, the questionnaire was distributed to 44 full-time English teachers in EF Kunming and Chongqing campuses through WeChat, and all the questionnaires were collected on January 25, 2023. The collected questionnaire data were analyzed by SPSS. From January 24 to 30, 2023, the researcher randomly selected 4 kindergarten English teachers from 44 EF full-time teachers to observe their classroom teaching through the Internet and completed the classroom observation scale. The collected data were analyzed by the researcher through thematic analysis. On January 27, 2023, the researcher conducted semi-structured interviews with four EF full-time teachers. The results of the interviews were analyzed using thematic analysis.

Findings

1. Factors influencing the attitude of kindergarten English teachers in using Multimedia-Assisted Instruction in kindergarten English classroom

Most kindergarten English teachers agree on the use of Multimedia-Assisted Instruction in kindergarten English classes. In classroom observation, the researcher found that kindergarten English teachers usually give up the use of Multimedia-Assisted Instruction due to the failure of multimedia equipment in the classroom and unfamiliar with multimedia equipment in the teachers. In addition, through semi-structured interviews with the researcher, it is known that lack of multimedia training is the reason why kindergarten English teachers give up using Multimedia-Assisted Instruction.

To sum up, the operation of multimedia equipment in the classroom and the training received by kindergarten English teachers have an impact on kindergarten English teachers' attitude towards Multimedia-Assisted Instruction.

2. Challenges encountered by kindergarten English teachers when using Multimedia-Assisted Instruction

Through the analysis of classroom observation and semi-structured interview data, kindergarten English teachers encountered the following three challenges when using Multimedia-Assisted Instruction: 1) Kindergarten English teachers rely too much on multimedia; 2) Students are not attentive; 3) Multimedia equipment in the classroom fails. Through semi-structured interviews, the researcher found that there were three factors affecting students'



attention. Firstly, kindergarten English teachers' improper use of courseware. Secondly, insufficient interaction between teachers and students. Thirdly, students were addicted to multimedia.

3. Teaching strategies of Multimedia-Assisted Instruction for kindergarten English teachers

Based on the analysis of classroom observation and semi-structured interview data, most kindergarten English teachers usually combine multimedia English classes with traditional English classes in Multimedia-Assisted Instruction. Through observation, the researcher found that most kindergarten English teachers would adopt the following three teaching methods. Firstly, in the classroom, kindergarten English teachers usually use cards or objects combined with multimedia courseware for teaching activities. Secondly, kindergarten English teachers will combine book content with multimedia courseware. Thirdly, kindergarten English teachers will use multimedia equipment to explain or demonstrate games.

DISCUSSION/CONCLUSION

1. Factors influencing the attitude of kindergarten English teachers in using Multimedia-Assisted Instruction in kindergarten English classroom

1) Operation of multimedia equipment in the classroom

The inadequate maintenance of multimedia resources in kindergartens has become a factor restricting the use of Multimedia-Assisted Instruction by kindergarten English teachers in the teaching process. Improper maintenance of multimedia in the classroom will inevitably lead to kindergarten English teachers giving up the use of multimedia in the teaching process.

2) The training of kindergarten English teachers

Training is an effective way to help teachers overcome their reluctance to use multimedia assisted teaching. Factors such as teachers' understanding of Multimedia-Assisted Instruction and teachers' proficiency in using multimedia equipment have an important impact on teachers' attitude towards Multimedia-Assisted Instruction.

2. The challenges that kindergarten English teachers encounter when using Multimedia-Assisted Instruction

1) The multimedia equipment in the classroom fails

When something goes wrong with the multimedia equipment in the classroom, the students' attention is shifted to understanding why the multimedia equipment is



malfunctioning. When such a situation occurs, kindergarten English teachers need to spend a lot of time and energy to transfer students' attention back to the classroom, which often disrupts the teaching plan and teaching arrangement of kindergarten English teachers.

2) Students are not attentive

a. Improper use of courseware

When designing or selecting courseware, kindergarten English teachers often add many irrelevant sounds, animations and so on to attract students' attention. But often these animation, sound and other elements cannot attract students' attention, but will distract students' attention, affecting the teaching effect of teachers and students' learning effect.

b. Students are addicted to multimedia

Some kindergarten English teachers do not restrict the method and time of students' use of multimedia, resulting in students' attention in the classroom is not in the teaching activities, but on the use of multimedia equipment.

c. Insufficient interaction between teachers and students

Most teachers' understanding of multimedia teaching is limited to the formal level. The classroom becomes a display of animations and pictures, and the interaction between teachers and students is neglected.

3. Teaching strategies of Multimedia-Assisted Instruction for kindergarten English teachers in the classroom

Traditional English classes have limitations such as lack of information and less interaction between teachers and students, but the physical objects, models and cards used in traditional English classes cannot be replaced by any modern educational technology. Multimedia-Assisted Instruction can combine sound, image, graphics, and text to stimulate students' interest in learning. Therefore, if these two teaching methods can be organically integrated into classroom activities, it can not only better meet the needs of teachers, but also improve the learning efficiency.

Combined with the characteristics of traditional English classroom teaching, the researcher put forward four teaching strategies for kindergarten English teachers to use Multimedia-Assisted Instruction.

1) Multimedia Principles

Kindergarten English teachers should not rely solely on pictures or audio while teaching English. Instead, they should utilize a combination of pictures, audio, and text from



books, as well as traditional classroom teaching materials, to teach English. Not only will this teaching method permit kids to acquire education via the visual, auditory, and tactile senses simultaneously, but it will also aid kindergarten students in comprehending the material they are learning. By mixing a multimedia classroom with a regular classroom, Kindergarten English teachers may help students apply their knowledge to real-world situations.

2) Temporal contiguity principle

In the teaching process, kindergarten English teachers should not show words first and then pictures in order but should use multimedia to show words and pictures at the same time, because the time interval between them will make students forget and will not encourage students to make connections.

3) Spatial Contiguity Principles

When teaching English words to students, kindergarten English teachers should ensure that there is not too much space or other distracting elements between the pictures corresponding to the words and the training aids prepared. Students will soon be able to find training aids that match the English words or sentences they see, so that students can relate the English they are learning to training aids and deepen their understanding of the concepts they are learning.

4) Coherence Principles

Kindergarten English teachers should consider their own teaching plans when planning the curriculum, which should not only meet the cognitive needs of kindergarten students but also highlight the key and difficult points of teaching. To make students pay more attention when learning, kindergarten English teachers should avoid adding a lot of meaningless audios in courseware.

Suggestions

Based on the findings, the researcher recommends the following for kindergarten English teachers or kindergarten administrators:

1) To ensure that every type of multimedia devices in the classroom can function smoothly, school needs to improve the upkeep and maintenance of that equipment.

2) Schools need to conduct targeted training for kindergarten English teachers to ensure that the training received by kindergarten English teachers is in line with the teaching needs of kindergarten English teachers.



3) Kindergarten English teachers are faced with the situation that multimedia equipment in the classroom cannot work properly. First, kindergarten English teachers can seek help from other experienced kindergarten English teachers and observe how other kindergarten English teachers deal with the same situation. In addition, kindergarten English teachers must make additional teaching plans, so that kindergarten English teachers can maintain normal teaching activities in the face of the failure of multimedia equipment.

4) Kindergarten English teachers in the face of students' inattention situation. First, kindergarten English teachers need to clearly understand the causes of students' inattention.

a. Due to improper use of courseware and resulting in students' inattention. In the process of using courseware, kindergarten English teachers can refer to the multimedia principles, temporal contiguity principle, spatial contiguity principles, coherence principle in Multimedia-Assisted Instruction strategy. In addition, kindergarten English teachers and schools need to consider the needs of students when choosing or designing courseware.

b. Due to students are addicted to multimedia and resulting in students' inattention, kindergarten English teachers need to understand the real needs of students and design relevant teaching activities according to the needs of students. Before the class starts, kindergarten English teachers need to establish students' awareness of rules.

c. Due to students lack interaction between teachers and students resulting in students' inattention, kindergarten English teachers need to clarify the status of Multimedia-Assisted Instruction in teaching activities and the status of students in teaching activities, kindergarten English teachers need to strengthen their own educational theoretical knowledge learning and practice. In the process of designing teaching activities, kindergarten English teaching needs to consider the characteristics and learning ability of students, and design suitable teaching activities for students.

5) Kindergarten English teachers face the situation of relying too much on multimedia. Kindergarten English needs to clarify the status of Multimedia-Assisted Instruction in teaching activities and students in teaching activities. The teaching activities designed by kindergarten English teachers should be carried out around students, rather than simply showing courseware.

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