

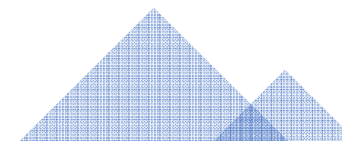


Wenzao Ursuline University
Department of English Language & Literature
Graduate Thesis Presentation

A Study on the Perspectives of English Teachers of the English Supplementary School toward the Multimedia Computer-Assisted Instruction (MCAI) Integrated with Distance Learning (DL) in COVID-19 Pandemic Period: Changes and Challenges

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Outline



Introduction

Study Motivations



- **the witness** of fluctuation of English supplementary schools during COVID-19 pandemic outbreak period from the late 2019 to the early 2022
- **the curiosity** in one rising English supplementary school **with MCAI & online use**
- **the prospect** MCAI could accomplish to fulfill better English educational environment

Introduction

Study Purpose



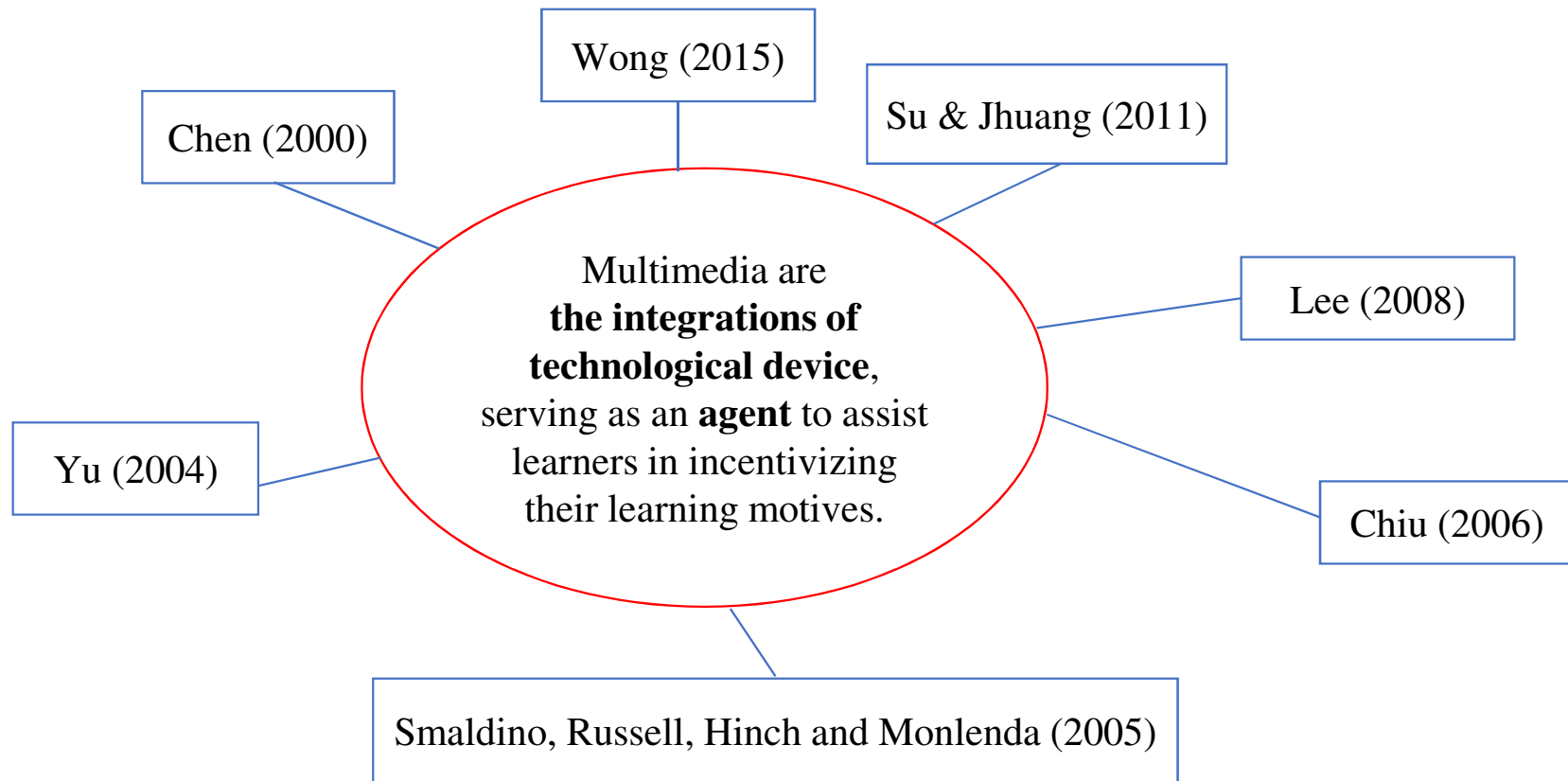
- to unfold **the English teachers' outlooks toward the changes & alternations** of taking MCAI during the DL period
- to understand **the real challenges & dilemmas for English teachers** of taking MCAI during DL period at an English supplementary school
- to recommend **promising paradigms** of technology-assisted educational approach for **the post-pandemic time**



Literature Review

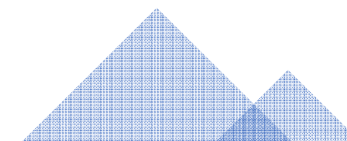
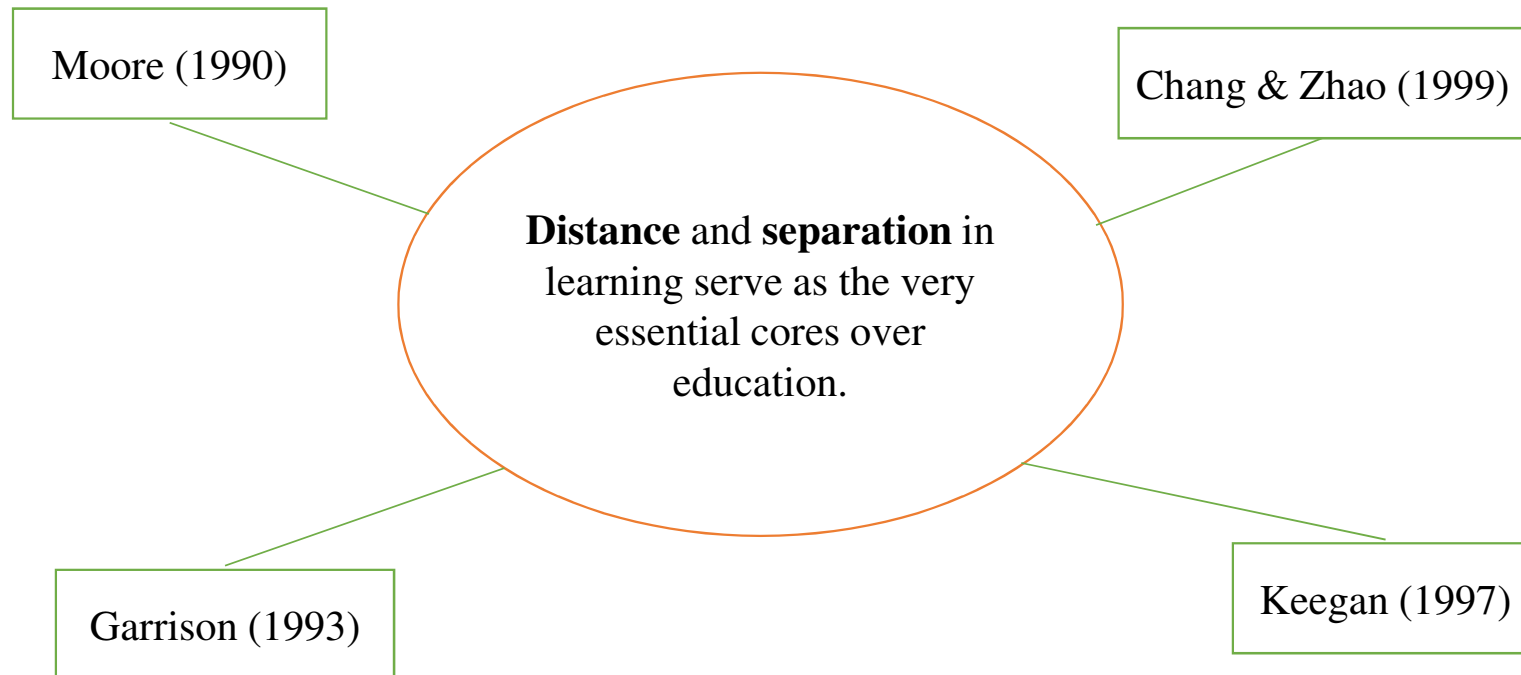


Multimedia Computer-Assisted Instruction (MCAI)



Literature Review

Distance Learning (DL)



Literature Review

Comparative Analysis on Two Teaching Modes



Table 5. The Comparison between Traditional Classroom Teaching and DL

Category \ Mode	Traditional Teaching	Distance Learning
learning mode	teacher-centered	student-centered
content (abundance)	stable	dynamic
interaction & conversation	synchronous	synchronous or asynchronous
evaluation mode	paper-and-pencil evaluation	online
database of assessment	single	multiple
time of lecture	fixed	flexible
location of lecture	fixed	flexible
instructional facilities	physical classroom	technological (virtual) classroom
resources	limited (knowledge-based)	diverse (Internet-based)
materials	paper	non-paper

Table 5. Comparative Analysis

Research Method

Subjects & Participants: 9 Teachers from CY English



Teacher's Name (Abbr.)	Educational Background	Teaching Field	Teaching Tenure
Ms. An.	BA in English, WZU	GEPT, Children English	5
Ms. Ab.	BA in Foreign Language Instruction., WZU	GEPT, Children English	2
Mr. Ji.	BA in Foreign Language Instruction., WZU	GEPT, TOEIC	≥4
Mr. W.	MA in English, NTNU	GEPT	3
Ms. E.	BA in English, NKNU	GEPT, Children English	9
Ms. L.	BA in English, NKNU	GEPT, TOEIC	≥4
Mr. Ja.	MA in TESOL, Essex University, UK	GEPT, TOEIC	≥12
Mr. E.	BA in Applied Japanese, NKUHT	Children English	≥1
Mr. T.	BA in Hospital & Tourism, NKUHT	GEPT	≥1.5

Research Method



Subjects & Participants: 2 Experts

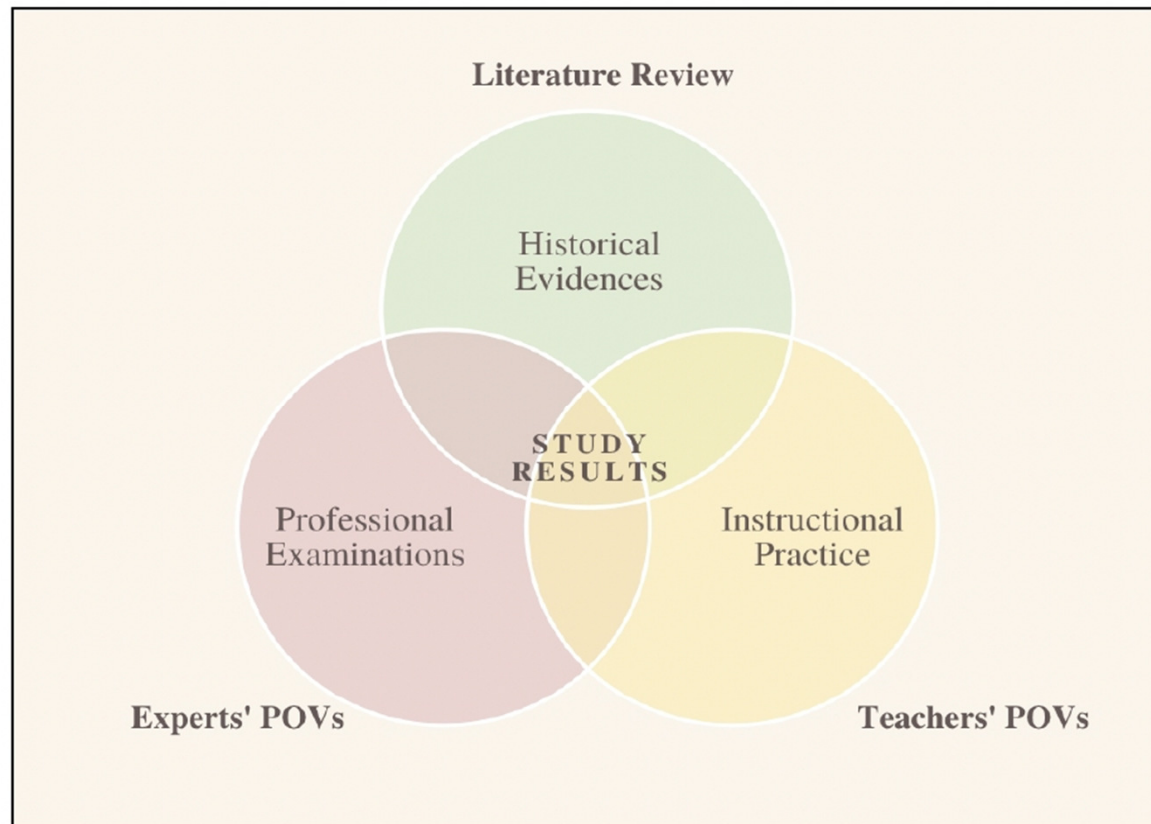
Teacher's Name (Abbr.)	Education	Teaching Field	Teaching Tenure
Ms. K.	Ph.D. in Applied Linguistics & English Language Teaching, Newcastle University, UK	GEPT, TOEIC, IELTS, Children English	≥30
Ms. V.	N/A	GEPT, TOEIC, TOELF, Children English, Aviation English	≥ 25

Research Results & Discussions

Analytical Schema for Research Results



Graph 1. The Formation of Study Results



Research Results & Discussions

The Changes: Advance for Teachers' Online Instructional Capability



*“I consider it a turning point for me to adapt the online DL period, as I discovered fun in the integration of MCAI in DL. **My instructional abilities were adorned with these experiences in taking MCAI in DL.** Google Map, Google Earth and Quizlet were not rather interesting and stunning while in the physical class. In taking these online applications in DL, **I found myself unfolding another interest in teaching, and my instructional capabilities were refreshed and upgraded.** I still keep trying with them, and adore them in my teaching as well.” (2022-0704-CY-CN-Ab)*

Research Results & Discussions



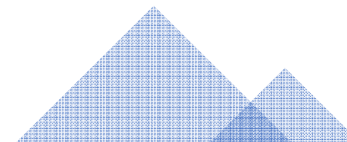
The Changes: the Visible Improve over the Instructional Affluence (Content of Curriculum)

“Making online tools integrated with DL was a chance for me to evaluate the brand-new instructional style that could become a future trend. Therefore, in my instructional experiences during DL period, efficacies in teaching could be seen. For me, I spared more time in figuring out fun games and applications, instead of scanning the materials solely.

More fun and interesting modes were expected in the further courses.” (2022-0614-CY-SG-W)

“Originally I was doubtful to MCAI during online DL as I could not realize why it was able to simplify the instructional process for teachers. Previously I heard several unsuccessful cases upon DL and I considered my own curriculums could become a mass as long as I took online applications into my instruction. However, the results were definitely converse and I have been enjoying in taking advantage of online applications in teaching.

It did help me create more affluent and diverse content in the online courses.” (2022-0630-CY-LH-Ji)



Research Results & Discussions

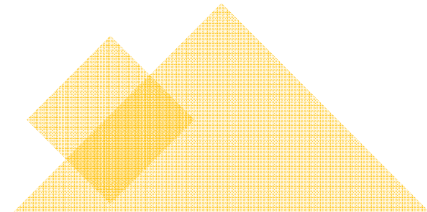
The Changes: MCAI in DL Helped Save Time & Papers

(Dual Accomplishment over the Convenience & Environmental-Friendliness)



“I could save time preparing a great number of paper materials, which did help us accomplish environmental-friendly goal. I recommend supplementary schools all demand this awareness.” (2022-0615-CY-SG-Ja)

“For lecturers, I recommend curriculums get integrated with MCAI since it did help me save time preparing for paper materials and a number of trifles.” (2022-0630-CY-CN-L)



Research Results & Discussions



the Changes: the Rise of Notion of Student-Center

“I played as an **assistant role** in the online class of the intermediate level of GEPT. **Computer already replaced me with its functionality of helping students learn themselves through some activities.**” (2022-0614-CY-SG-W)

“I think of it as a great change **to alter my previous concept that in the classroom, teacher is the main role and all the students must abide by his or her orders to learn.** Teacher-centred teaching used to be preferential since I considered it the key to getting students to focus on the lecture. MCAI in DL has let me see some distinctions over teaching online. (2022-0617-CY-SG-T)

Dominance  Assistance

“I am now upholding this notion since **I realise that traditional teacher-centred teaching would be altered in the near future**, with the technology non-stop progressing. Student-centred teaching, for teachers, is a good way to evaluate students’ perception more precisely.” (2022-0630-CY-LH-Ji)



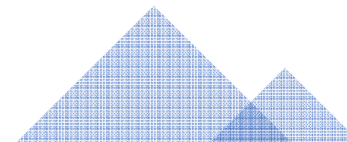
Research Results & Discussions



the Challenges: Teachers' or Students' Obstacles over Device Operation and Technical Conduction

*“**Students** in the online DL could not handle the technological device and they **often faced operational problems** that may postpone the lecture time. I had confronted several **technical problems that I myself could not solve**, yet fortunately intricate ones rarely occurred. However, I don’ always feel dubious and apprehensive, in deficiency of confidence.” (2022-0630-CY-HS-Ev)*

*“**The conductional aspect** for students has **served as one of the major problems in online DL**. As have the multimedia been employed, junior or senior-high-school students could even not handle well as long as they faced technical problems. In addition, teachers themselves, based on their unfamiliarity to the online operation or operational solving, could result in serial instructional problems meanwhile.” (2022-0615-CY-SG-Ja)*



Research Results & Discussions



the Challenges: the Unfamiliarity of Device Operation and Technical Conduction of Parents

*“Children demand the online assistance domestically. The parents should serve as the frontiers to help the teachers resolve their technical problems. However, what we have confronted in the online DL integrated with MCAI was that **parents often did with their wits’ end toward their own technical problems, such as Wi-Fi disconnection, voicelessness, voice vagueness or other issues**. Therefore, I consider it a significant and immediate must for the parents to improve their technological knowledge ASAP.” (2022-0615-CY-CNDF-E)*

*“In my perspective, information technology in English instruction not only requires teachers’ know-how and students’ focus and obedience, but **parents’ collaborations**. A few parents, in my own observation, were unwilling to learn how to assist their children over the operation of online courses when problems took place. On the contrary, they chose to ignore, frankly speaking. The reason is not complicated. **They were incapable of assisting this kind of problems**. Therefore, **parental collaboration with lecturers were not seen**, resulting in the insignificance of students’ learning outcome.” (2022-0615-CY-SG-Ja)*

Research Results & Discussions



the Challenges: the Insignificance of Students' Learning Outcome

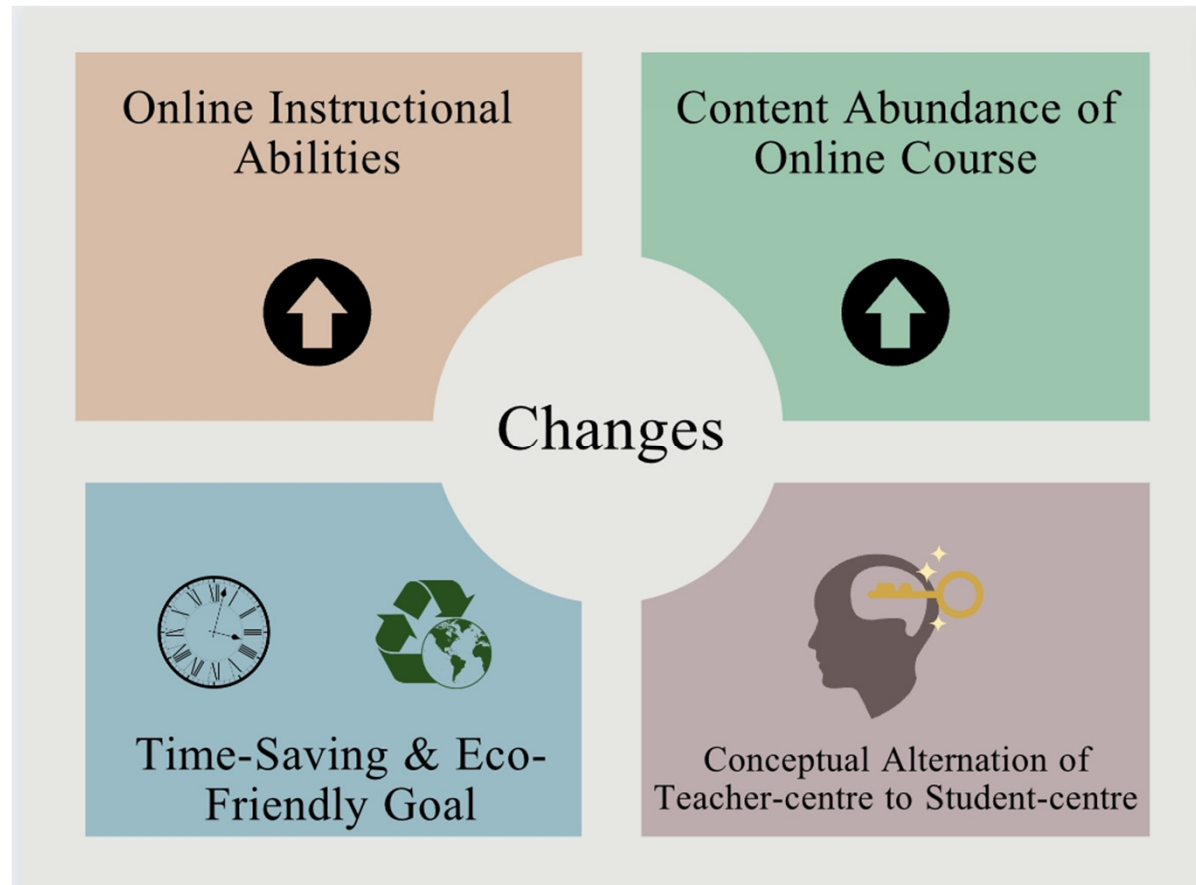
“Multimedia application is beneficial, to be frank. I support the use over the physical-course time, and I also promote this instructional approach to our teachers.

***Nonetheless, the children could not get concentrated at all times online.** Empirically, once I focus on children A, I could notice that another, supposedly children B, vanish. Consequently, I considered it not an apropos idea for children to get online courses.” (2022-0615-CY-CNDF-E)*

*“The students’ **learning outcome** is what we value the most. **However, during the time of DL, when MCAI was taken, students’ learning focus were sometimes distracted.** I had to pay full attention while they were engaging in the activities to check whether they did get involve in the events. From time to time, I felt mentally exhausted.”(2022-0614-CY-CNDF-An)*

Conclusion & Suggestions

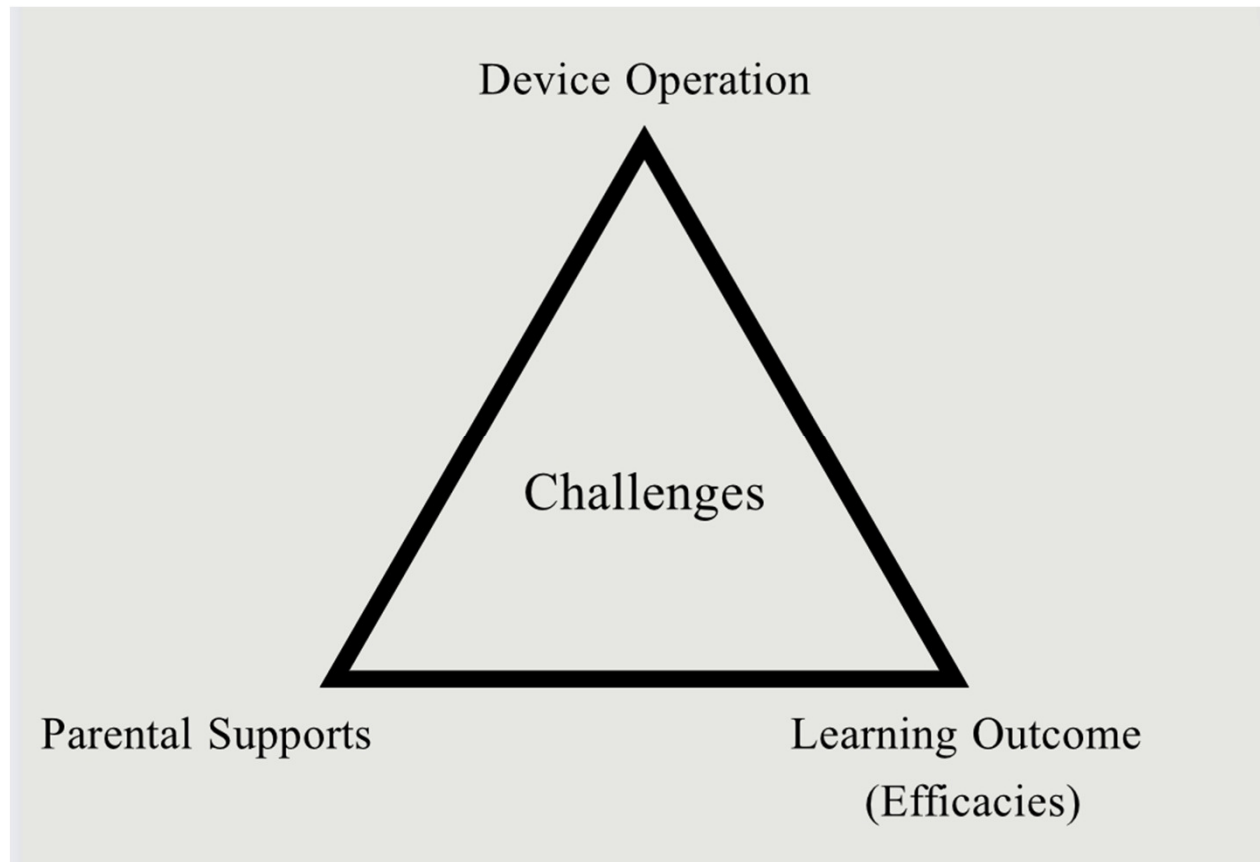
Conclusion: Changes



Conclusion & Suggestions



Conclusion: Challenges



Conclusion & Suggestions



Suggestions: STOP

Suggestions

Studently Aspect: Adaption of Flipped Classroom (Hyper Learning: On-line+Off-line)

Teacherly Aspect: Implementation of Teacher Training for Online Practice

Operational Aspect: Device Upgrade & Update & Learning

Parental Aspect: Routine Communication with Parents

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Thank You!