

## ABSTRACT

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**Key Words:** CONSTRUCTIVIST APPROACH, EFL CLASSROOM LEARNING  
ENVIROMENTS, MULTIMEDIA, STUDENTS' PERCEPTION

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**Thesis Title:** CHINESE STUDENTS' PERCEPTIONS ON EFL CLASSROOM  
LEARNING ENVIRONMENTS AND THE USE OF MULTIMEDIA AS A  
CONSTRUCTIVIST APPROACH TO ENGLISH LANGUAGE LEARNING AT PU'ER  
UNIVERSITY

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The focus of this study was to achieve its two objectives: 1) To determine the Chinese students' perceptions on EFL classroom learning environments; and 2) to identify the levels of Chinese students' perceptions on the use of multimedia as a constructivist approach to English language learning. Quantitative research design was used to collect and analyze the data from 200 Chinese students from Pu'er University who participated in this study using convenience sampling. These two objectives were attained using a 5-point Likert scales questionnaire to collect data while descriptive analysis by means of *Mean* and *Standard Deviation* was used for the data analysis.

The results of the findings have indicated the following results; the Chinese students' perceptions on the EFL environment were first justified with the facilities that

teachers and students used in the EFL classroom. According to the students PowerPoint (PPT), Online Test Software's, videos and songs were used in teaching, however, the teaching was still teacher-centered and textbook materials were still regularly used. The teaching facilities and teaching approach were supported by the overall English language environment. Out of 200 Chinese students, 84 or 42% indicated that 'sometimes they feel bored as teachers talk all the time'. Subsequently, 51 Chinese students or 25.5% indicated that, although the English language classroom is 'good and friendly' it 'lacks communication among students'. This followed by 48 Chinese students or 24% 'feel very comfortable when multimedia were used in 'teaching and learning'. The findings on students' perceptions on the English classroom facilities and teaching approach were supported by the findings of Chinese students learning processes environment where 'Learning communicate' had  $M=2.32$  and  $SD=1.20$ , interpreted as 'low'. 'Learning to investigate' had  $M=4.04$  and  $SD=.96$  indicated as 'high' and 'Learning to think' had  $M=4.00$  and  $SD=.96$  interpreted as 'high' too.

As for result of the objective two, Chinese students' perception on the use of multimedia with regards to 'Relevance' had a  $M=4.03$  and  $SD=.96$  interpreted as 'high', 'Ease to use' with  $M=4.02$  and  $SD=.95$  is also interpreted as 'high' and lastly 'Challenge' had  $M=4.03$  and  $SD=.95$  in which interpreted also as 'high'. The indication is that, Chinese students' perception on the use of multimedia in the English classroom seems to be positive.

Pedagogical implications for teaching and learning were provided in the study, such as, to promote the use of multimedia as constructivist approach to teaching and learning in college English classrooms to create a more student-centered classroom so they can use their communicative skills more in the classroom.