

An Enjoyable Way of Teaching English to Young Learners: Multimedia

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Abstract

In this study, the researcher will research effects of multimedia on teaching English to young learners. To emphasize the influence of multimedia on education, the researcher will carry out a study. This study includes descriptive, one case and only post-test methods. 24 students will take place in this study. They are 3rd grade students in a private primary school. Their socio-economic conditions are high. They have learned English since they started kindergarten. It takes 2 months to implement the study. There are 4 lessons each week. Totally, there are 32 lessons. Every lesson will include multimedia materials such as songs, online games, PowerPoint. The students will learn Simple present tense and daily routine with the help of multimedia materials, which are reflected on the wall such as video, songs, series, dialogues, cartoons and movies. The purpose of the studies are to discover if young learners benefit from the use of multimedia teaching methods in English language classes and to discover if students value the learning experience in multimedia language training classes. The conclusions of the study are that students love and enjoy multimedia materials in English lessons and they find traditional methods such as exams and writing boring and tiring. Moreover; they can increase their speaking level to 17 out of 20 with the help of the multimedia materials. This average is very high considering their age and their level.

Keywords: Multimedia, motivation, young learners, teaching foreign language, computer based materials, multimedia-assisted foreign language teaching

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Introduction

Through the history, different methods have been tried to teach a foreign language. Especially, teaching a foreign language to young learners are extremely difficult as they are so energetic and their attention span is so short to concentrate on a lesson. Therefore, a teacher needs to have several attention-grabbing methods to make them concentrate on a lesson. These methods need to be enjoyable and suitable for their level, interest and age. So, teacher has a crucial role in teaching English to young learners. The teacher has to choose the materials very carefully. Choosing material very carefully is not enough to control the class as the use of materials is very important. Developing of computers and internet technology integration of these tools into FL classrooms provide learners with a great amount of material that can be used for learning foreign languages. Computer Assisted Language Learning (CALL) is one of the most applied methods in foreign language classrooms because of its opportunities in FL classrooms. Multimedia components play crucial role in CALL. Multimedia materials are very enjoyable and interesting for young learners but choosing true materials and the true and active use of them in the class have crucial impact on effective lesson on young learners. Using multimedia in English language course offers an alternative to time consuming activities and also motivates students to actively be involved in classroom activities.

Problem Statement

- Young learners are not aware of the importance of education as they are ready to play and spend energy on other activities rather than studying, so it is a difficult job to make them concentrate on the lesson.
- Learning a second language is a challenge for young learners. Traditional methods of teaching language to young learners have not solved the problems surrounding motivation, attention, and anxiety.

Research Questions

- Do multimedia methods of presentation increase the ability of young learners to learn language concepts?
- Do young learners appreciate multimedia teaching methods in language classes?

Purpose of the Study

- To discover if young learners benefit from the use of multimedia teaching methods in English language classes.
- To discover if students value the learning experience in multimedia language training classes.

Significance of the Study

- The investigation of the effectiveness of multimedia teaching methods by observing the use of multimedia materials in a classroom setting.
- The intention is to reveal student response to multimedia materials used in the process of teaching English.
- The emergence of multimedia technology as a ground-breaking development in educational practice with regard to the acquisition and retention of knowledge in an English language teaching environment.

Participants

They are 3rd grade students studying a private primary school. They are nine years old. 13 of them are girls and 11 of them are boys. The number of learners is 24. Their academic success is very high. They have been learning English since kindergarten. They can understand basic instruction and they can make simple sentences. The class is interested and eager in English lessons. They have good relationships both each other and with teachers. They have high social and economic conditions. Most of the parents know English but the researcher does not let the parents help their children. Their parents are conscious and aware of their children's situations. They support their children both economically and emotionally. Students have basic computer skills. They can use computer efficiently

and they enjoy using computer. They can prepare power points presentations thoroughly. They like English and they do whatever they need to do for their lessons. They do their homework regularly and eagerly.

Literature Review

CALL is defined as by Levy “the search for and study of applications of the computer in language teaching and learning” (1997, p1). As technology and internet are being more accessible to the teachers and students, usage of CALL method in FL classrooms become more widespread. Multimedia technology and its components integrated with CALL and it provides various opportunities both teachers and students in FL classrooms. Multimedia is a wide range of devices including videos, movies, audios, which provide us many advantages to widen our point of view with the help of visual and audio affects. Multimedia defines as “the presentation of material using both words and pictures” by Mayer (2001, p.2). In recent years the Internet and technology provide students with access to new ways of communication and authentic materials, and therefore their usage in education is seen inevitable Dovedan, Seljan, & Vučković (2002). According to Komur, Sarac & Seker (2005)’s ideas about education, students have to face many obstacles while experiencing learning foreign language process so they need helping materials such multimedia devices especially songs. Liuzhi (2002) states that teacher has a chance to reach different kinds of multimedia materials thanks to advance in technology (p.1).

The more multimedia materials are used; the longer time of concentration will be. Students welcome with joy multimedia materials while learning English. Foster (2007) points out traditional methods are not preferred by students as they are not interesting anymore as power points and other multimedia materials activate students’ critical thinking and make lesson more enjoyable and attractive. If the students watch the video recorded by native speaker carefully, they will experience real-life like speech. Especially in speaking, teachers need the help of multimedia like the emphasis of Galloway (2007) on speaking as speaking is a must for students however it is often underestimated. Although it needs to be target, it takes places at the end of the lesson as a final exercise.

The effects of multimedia are still being discussed as it has got wide ranges of materials which have different qualifications; moreover, its effects chances from class to class since multimedia materials awake different feelings in students. One of the most important point which is supported by Liuzhi (2012) and Mekheimer (2011) is to be able to choose appropriate materials as to interest, age, level and needs of students. This idea is accepted by to Komur, Sarac & Seker(2005) as they emphasizes on interests and needs of students. With the help of ideas of Mekheimer (2011), it can be concluded that multimedia needs to be used as a beneficial and contributing materials not time-filler by teachers.

In the one of the study about multimedia usage in FL course Saritha (2013) indicates that multimedia usage in FL classroom supports students to engage in meaningful, authentic and truly communicative activities and it helps them to learn a second language effectively.

Methodology

In this study, descriptive methods will be used, and this study will be one case study which has got only post-test as it includes only one class. This study will take place in 3rd class in a private primary school in Mersin. The researcher will teach English subject to 3rd grade students with multimedia devices. This subject is simple present tense which is not known by the students before the study. This study will last 2 months. Pre-test is not carried out as students do not know the subject. So they do not need pre-test. During two-month-teaching period, they will learn simple present tense only via multimedia materials such as videos, power points, pictures and listening tracks. After two-month-teaching period, learners will have post-test. It will be speaking test which is a presentation includes simple present tense. This presentation needs to involve power points, videos and songs. It will have a speaking rubric. While learners are presenting their presentation which includes multimedia materials, they will be recorded. After recording, a researcher and another English teacher will watch and grade them according to rubrics. During two-month period, lessons will be recorded. The recorded lessons will be watched after the lesson and the observation reports will be written. During the period, daily

reports will be written. During the period, questionnaires will be filled with the learners. It includes learners' comments on teaching materials. After those questionnaires, the research will make post-interview about their questionnaires answer to learn their feelings and ideas about multimedia materials. The researcher will make a content analysis of all interviews, observations and questionnaires.

Procedure

The research will last 2 months. Before the research, learners do not know simple present tense. Researcher will teach Simple present tense using only multimedia materials. They have four lessons each week. Every lesson, learners have different multimedia materials to teach simple present tense. These materials include listening activities, games and videos, power points, songs...etc. Lessons have different activities such games or physical activities, moreover multimedia materials can be used as a warm-up or feedback. During this period, lessons will be recorded in order for the researcher to watch it later. The researcher will write daily journal for every lesson. Moreover, learners have questionnaires which include teaching materials and smiles so learners can convey their ideas and circle how they feel. After these questionnaires, they will have post-interviews about their questionnaires. The research will ask several questions to reveal reasons behind answers of the questionnaires. These ideas are very crucial to understand their attitudes towards multimedia materials. At the end of the research, students will present their final presentation about daily routine or simple present tense. These presentations will be recorded and evaluated after these lessons by the researcher and another English lesson to have objective results and grades. The average of the class will be worked out.

Instruments

In this study, observation, interview, questionnaires and post-test will be used. While students are learning simple present tense, their lessons will be recorded by both researchers and video camera.

Observation

As a daily journal: In this part, learners' attitude will be observed and will be written as a daily journal design since their attitudes' changing can be observed and be ranged. The methods are implemented in the class. Their effects on the learners will be taken notes and their pros and cons will be observed. It will be followed how fast they can learn the subject and how they react the lesson and materials or whether they love or hate; moreover, whether they enjoy or get bored. The research will write a daily observation report both in a positive or negative way. So the improvement and behaviors of the class can be recorded and analyzed.

Via Camera: While teacher is using multimedia actively in the classroom, a camera is recording the lesson. The data will be analyzed later by watching the classroom in recording materials so the observation can be more objective and livelier. The researcher can observe the classroom in a more detailed way and she is able to catch different reactions of the classroom. The classroom conditions can be watched several times to understand how many students enjoy the lesson. The minor details can be observed or after several watching the recording materials, different details can be seen. Anyone else apart from the researcher can make comment on video so objectivity can be elicited.

Interview: The research is completely about young learners who are in 3rd grades so interview will be carried on young learners to understand their attitudes towards multimedia devices. They are asked few questions about multimedia materials such as "Do you like songs?" or "Why?" .

Questionnaire: This questionnaire is carried out on young learners in 3rd grades however as they are too young, asking them questions about their attitudes is difficult. So I create different questionnaire which reflects their feelings towards multimedia unconsciously such as songs ☺ or ☹. If they like, they circle ☺ or If they do not like, they will circle ☹ so we can understand their attitudes toward variety of multimedia materials.

Post-test: This post-test will be carried out at the end of the research which lasts 2 months. This post-test will be speaking test. In these speaking exams, everybody has to prepare a final daily routine

presentation using power points, songs, videos, pictures and games. Everybody has to prepare these presentations. They have to be prepared by learners themselves. Learners have to present daily routines with multimedia materials. These presentations will be recorded. This post-test will be evaluated by two researchers.

Data Analysis

Data will be collected from questionnaires carried on students, interviews, observations and only post-test. The questionnaire is to learn about their reactions and interviews are post-questionnaires. There are two kinds of data collection in observation. One is daily journal and the other one is acquired by watching the recorded video during the lesson via camera. Learners will have final presentation about related subject. Their presentations will be recorded. After lesson, their recordings will be evaluated according to rubric prepared by the researcher earlier by researcher and another English teacher. While evaluating the data of recorded lesson, students will take assumed name as the first, the second... The presentations will be graded and the average of the class will be considered. While assessing the data collected, descriptive method, content analysis and average of presentation grades will be used.

CATEGORY	4	3	2	1
CONTENT	Your presentation has 3 or more different items that cover the topic in detail.	Your presentation has 2 different items. at least 1 of them are excellent, essential information is covered.	Your presentation has 1 item. Essential information is covered.	Your presentation has not got any items and it doesn't contain adequate information or there are several detail errors.
PRESENTATION DESIGN	The presentation design is appealing and well organized, the use of pictures, videos and all the related material. The general design is appropriate for the daily routine.	There is a good bit of visual appeal and organization but some elements are lacking. The general design is weak but is appropriate for a daily routine.	More creativity and organization must be given to visual appeal. The general design is weak and is not appropriate for the daily routine.	The design is lack of planning. The general design is extremely weak and is not appropriate for the daily routine.
SPEAKING SKILLS	Excellent use of pronunciation, gestures and stressing in the language.	Some use of pronunciation, gestures and stressing in the language.	Minimum use of pronunciation, gestures and stressing in the language.	Lacking use of pronunciation, gestures and stressing in the language.
CREATIVITY	Excellent use of creative materials.	Some use of creative materials.	Minimum use of creative materials.	Lacking of use of creative materials.
MECHANICS	No misspellings or grammatical errors.	Three or fewer misspellings, mechanical, and\ or grammatical errors.	Four to six misspellings, mechanical, and\ or grammatical errors.	More than six misspellings, mechanical, and \or grammatical errors.

Types Of Multimedia

Songs: In music, a song is a composition for voice or voices, performed by singing. Songs are undisputable beneficial materials for young learners. Especially when they are united with pictures or clip arts, they will be more interesting. Songs can be used warm up activities in classrooms and they

are welcomed by learners eagerly.

Videos: Video is an electronic medium for the recording, copying and broadcasting of moving visual images. Videos need to last at most 5-minute long. They need to be appropriate for students' level, age, interest and needs. They need to be search thoroughly and chosen carefully. Teacher need to watch them before the lesson and manipulate them during the lesson. There are several videos activities so teacher needs to prepare videos and their activities before a lesson. Videos have to have proper pictures and music as they can affect learners' motivations easily.

Cartoon: A cartoon is a form of two-dimensional illustrated visual art. It is created to attract young learners' interests. Its responsibility is to educate and entertain young learners. They include a lot of imaginary characters. There are always two sides in cartoons. One of them is good and the other side is bad. In cartoon, good side always win bad side. Young learners see characters as models in their real time.

Clipart: Clip art, in the graphic arts, refers to pre-made images used to illustrate any medium. They are moving pictures and they are interesting and attractive.

Pictures: An image (from Latin: *imago*) is an artifact that depicts or records visual perception, for example a two-dimensional picture, that has a similar appearance to some subject—usually a physical object or a person, thus providing a depiction of it.

Online games: An online game is a video game played over some form of computer network, using a personal computer, video game console or handheld game console.

Power points: Microsoft Power Point is the name of a proprietary commercial presentation program developed by Microsoft. It was officially launched on May 22, 1990 as a part of the Microsoft Office suite, and runs on Microsoft Windows and Apple's Mac OS X operating system. Power points are basic materials for multimedia learning as they include very kind of multimedia materials such as pictures, videos and songs inside. They can be used as a warm-up activity, main course or exercises. They need to be prepared by teachers before a lesson. Preparing power points need time and basic computer knowledge so teacher can see them as a challenging job and avoid. However they stimulate learners and they are very supportive. Even in writing parts of a lesson which is a very boring part for young learners, power points help teachers to make them concentrate on the lesson. Learners can write or do exercises on them. They are the skeletons of multimedia learning.

Listening: Listening is to hear something with thoughtful attention. Listening exercises are very vital for English language learners. They reflect real life. They should include native speaker's voice.

Animation: Animation is the rapid display of a sequence of images to create an illusion of movement.

Results

Questionnaire

The questionnaires were carried out on 20 of 25 students. The conclusions are;

1) Power point	☺ 88 %
2) Songs	☺ 95 %
3) Computer	☺ 100 %
4) Pictures	☺ 86 %
5) Online games	☺ 100 %
6) Reading	☺ 75 %
7) Cartoon	☺ 100 %
8) Picture story	☺ 85 %
9) Exam	☺ 33 %
10) Writing	☺ 38 %

As seen in the table, Students are tend to multimedia materials. 100 % percentage of the class love computer, online games and cartoon. 95 % percentages of the students love songs. 86 % percentage of

the class love pictures and 85 % of the class love picture story. Power point is loved by 88 of the students. However; Exam and writing do not attract students. Only 33 % of the class prefer writing and 38 % of the students like writing. Reading is still indispensable. 75 % of the students prefer reading in an English class.

Post Questionnaire Interview

The post interview questions were asked to 19 students. The questions are limited. There were only 3 questions. They were open-ended questions. They were; “What do you like in an English class?”, “What do not you like in an English class?” and “Why?” They answered what they like or not willingly, however; they weren’t willing to explain “Why?” question. They gave short simple reasons, nonetheless; they were realistic.

Most of them like technological devices such as computer I tablet like today’s children. Therefore; they like every material related to computer such as multimedia materials. Their favourite materials are power points, videos, cartoons. They answered “Why?” questions saying;

“We like online games, they are enjoyable. We feel happy while we are playing. We like especially computer games. They are funny. We like computer and we like Facebook.”

As it can be understood from the comments, 21st century children cannot imagine a life without a computer. So they cannot separate education from computer. They believe that a lesson with a computer means entertainment, fun and enjoy. They think that computer means fun and happiness. So teaching English with computer and online games seem a good and attractive idea for students.

They like songs. According to their answers, they like song because they like singing songs, listening to music and playing instrument. Songs are enjoyable and funny. They like pictures in an English class because they like drawing and taking photos. All of them prefer competitions. They like action, movement with computer. They can be champion and they are enjoyable. Some of them prefer reading but some of them do not prefer reading in an English lesson. the students who like reading believe that it is informative and it makes students imaginary. The other group find reading boring. Most of the students do not like writing and exams. They find them tiring, boring.

Observation Report

There are three different kinds of videos among the recordings. One of them songs videos which were recorded while students were singing a song with the help of a multimedia vehicle, another one is games videos which were recorded while students were playing games with PowerPoints or online games with the help of computers and the last one is lesson observation recordings which were recorded while the lecturer was teaching simple present tense via multimedia devices. There are 7 lesson observation videos, 11 games videos and a song videos. There are total 19 videos available for report.

1) Songs videos

There is only one video including song activity. The song is directly related to simple present tense and its name is “Do you like broccoli?”. The song is played via computer and it has got a video which includes interesting and attractive pictures. In the video, it can be observed that students are having fun. They suppose that the song is asking real questions and they are answering excitedly with real answers. They react willingly. All students are interested in the song and they are all together singing the song. While they say “yes”, they show their first finger and while they say “ no” , they say disgusting. As they are singing the song, they are clapping and dancing; moreover some of them are jumping. Even the most uninterested students follow the lesson thanks to song and its interesting video.

2) Games videos

There are 11 game videos available.

1) Cross word video

In this lesson, students are playing online cross word reflected to the board and while playing game, they have to touch or to touch they have to jump. They have limited time and they are playing with group so they have to be quick and cooperate but they seem that they are stressful and nervous to complete the cross word. While students are playing, one of the students is controlling the game behind the computer, furthermore he is the chosen one as he is the most careless student in the class and he is chosen to make him concentrate on the lesson and the plan works and he follows the lesson with full intentions. They care about limited time. They push each other. The other students are watching the game and they shout and support their friends and they are waiting their turns impatiently. While they are playing, the others are shouting “come one”.

Post –test

Post – test were carried out on 19 students. The test was to present daily routines with power points. Students were supposed to show daily routines saying grammatically true sentences. Students had to prepare their power points themselves with pictures. They presented their presentations in front of the class. Their presentations were recorded to be evaluated by two researchers. During the presentations, students were very eager and willing. When the presentations were interesting, audience were listening and watching, however, when the presentations lacked of interest, pictures, sounds, the class could get distracted easily. During the presentations, one student wrote “lunc” instead of “lunch”, all students reacted. They focused on the wrong word. After presentations, they were evaluated. After the first evaluation, the average is 17, 473 out of 20. It was very high.

Conclusion

In this study, the positives sides of the use of multimedia materials in English lessons on young learners were observed. Students were willing to learn English multimedia materials as they thought that it was a game. They enjoyed the lesson with Multimedia. According to the results of questionnaires, all of the students enjoyed online games and cartoons. Online games and cartoons are their favourite educational tools in the lesson. Songs are the second favourite educational tool in the lessons. Power point, pictures , picture story and reading can be accepted as enjoyable education toola but students does not prefer exam and writing. This shows that technological materials can motivate students to learn but traditional methods can be boring and tiring for young learners. According to post questionnaire interview, most of the students prefer multimedia materials as education tool in English class as they think that they are enjoyable. They like songs, games, competitions. They find writing tiring and boring. This shows that students want enjoyable materials in the English lessons.

According to observation reports the researchers recorded, videos are interesting and attractive. Even the most uninterested student starts following the lesson. Post-test is the presentations of daily routines by the students. There is no pre-test as they do not know anything about simple present or daily routines. All students prepare their daily routines presentations and show them in the class. These presentations are evaluated by two researchers. The average of the presentations is 17 out of 20 which is very high. There are some themes revealed from the study. These themes are;

The Role of Teacher In Multimedia

Teacher was the basis of the study as use of multimedia is dependent on the teacher. If the teacher is passive in the field of using multimedia, she can lose the control of the class and students can get bored. If the teacher leads the multimedia, multimedia can turn into a beneficial material. Multimedia can be used as a warm up-activity, presentation and evaluation activity.

Attitudes of Students Towards Multimedia

Students love multimedia according to post-questionnaire. They see it an enjoyable way of learning. They accept it with joy but it should be suitable to the age, interest and level of the students.

Positive Sides

- Students-centered
- Vocabulary
- Technologic Devices
- Willingness
- Communication
- Feeling Relax
- Attractive Lesson

Negative Sides

- Choosing materials
- Controlling class
- Technological problems

Points to Consider

There are some crucial points to consider while having a lesson with young learners. These are;

- ⊙ Multimedia materials need be suitable for students' age and level
- ⊙ Multimedia materials need to be energetic, interesting and attractive
- ⊙ Unattractive music can distract the lesson
- ⊙ The teacher needs to control the class
- ⊙ Video needs to be manipulated
- ⊙ The teacher needs to be active
- ⊙ Videos need to be a true sample
- ⊙ Materials need to be chosen carefully

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