

## USE OF MULTIMEDIA IN TEACHING ENGLISH TO YOUNG LEARNERS

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### ABSTRACT

In this article, the author, studying the different countries researchers' opinions on use of multimedia and ICT in TEYL, examines the effectiveness of applying multimedia in teaching English to young learners of Uzbekistan. The task of the questionnaire conducted as part of the research is to find out the opinion of primary school teachers of Uzbekistan how useful the multimedia application is for teaching young learners and developing their speaking skills in the classroom, if it is an effective tool for self-education and self-assessment. By exploring the use of multimedia applications to the Kids' English sets for Grades 2-3-4 of primary schools in Uzbekistan, the author tries to find out how efficient these applications are in the following aspects:

- development of young learners' language competencies;
- the practice of speaking skills through the use of game methods that are relevant to the needs and interests of a given age;
- the inclusion in the educational process of a variety of effective types of exercises that are relevant to the specifics of primary school education;
- taking into account all stages of work with educational material, according to the level of the group as a whole and each young learner in particular.

**Keywords:** Multimedia application, young learner, teaching English, speaking skills, Kids' English set.

### INTRODUCTION

At present, much attention is paid to the use of multimedia in teaching foreign languages, especially to young learners, in accordance with the specifics of their age and special ability to perceive educational material. Pedagogical systems and educational technologies, in particular multimedia, attract great attention of teachers as well in order to improve the education of young learners. Many scientists in their studies consider the use of different types of multimedia, both collectively and separately. In their studies, some scientists use the definition of "multimedia application", "multimedia training resource", "multimedia technologies", "multimedia electronic manual to teaching materials" or "computer (multimedia) program". Let us consider the concepts of "teaching materials" and "multimedia application to the textbook" adopted in the educational system of the Republic of Uzbekistan:

"The set of teaching materials, according to modern requirements for educational sets, includes a Pupil's textbook, a Workbook, a Teacher's Manual, and a Multimedia Application to this textbook. CMD is being developed "in accordance with the state educational standard, curriculum and program and meeting didactic, methodological, pedagogical, as well as psychological, aesthetic and hygienic requirements.

A multimedia application to the textbook is an interactive electronic informational and educational resource that illuminates the content of the subject in accordance with the state educational standard and a curriculum with the help of information and communication technologies, includes video, sound, animation, graphics, text and a dictionary that help learners to learn material efficiently, as well as aimed at consolidating and controlling the knowledge gained and, in addition, including supplementing material, which enriches the main content of the subject. ” [3]

## LITERATURE REVIEW

Let's look at the concept of multimedia from the point of view of different scientists. Typical definitions include the following:

Harris and West give such a definition of multimedia – it's a combination of several sources, such as video, graphics, animation, audio and text, which are accessed using a computer and connected with peripheral devices controlled by special programs. Harris and West define multimedia presentations as a combination of learning resources managed by a single, manageable system, usually computer-based.[11]

Multimedia allows teachers to combine text, graphics, animation and other media in one package to provide learners with comprehensive information to achieve specific learning outcomes. Multimedia allows you to demonstrate complex processes in an interactive, animated style in which a particular educational material is usually interconnected with a number of related ones in a more natural and intuitive way [5]

R. Greenlaw and E.Hepp also define multimedia as information in the form of graphics, audio, video, or movies. [7] According to Schwartz and Beichner, multimedia is “using the many forms of media in a presentation”. [21] Maddux, Johnson, and Willis define multimedia as a computer program that includes text content with one or more of the following components: audio or soundtrack, music, animation, video, pictures, 3D or high-resolution graphics. [14]

W.Schnots and R.Lowe define the term multimedia as a combination of many technical resources in order to present information presented in several formats through several sensory modalities. The multimedia material used in the study of the authors' data is presented on DVD and includes a combination of resources such as text, audio, video, animation and interactive exercises, which are monitored and controlled using a computer program. [20]

R. Mayer R. Moreno believe that multimedia greatly facilitates the learning process and mastering the basic skills of the learner through exercises and practice. The authors are sure that the use of multimedia helps in the educational process with practical training, promoting understanding of abstract concepts, facilitating the process of both individual and cooperative learning, modeling real life situations. The authors emphasize the fact that multimedia is created, used and experimentally tested by various educational institutions of all levels around the world. [16]

Multimedia can support several presentations of the same segment of information in various formats. [9] The use of multimedia applications in teaching English to young learners contributes to the implementation of a personality-oriented approach to learning, differentiates learning, taking into account the individual characteristics of young learners. Teaching with the help of multimedia applications contributes not only to the organization of independent work of each learner, but also develops teamwork skills in pairs and groups. A multimedia

application created taking into account the psychological and pedagogical characteristics of primary school learners, corresponding to educational material in English for primary school, containing various types of exercises, provides effective teaching and supports the interest of young learners in learning English.

In addition, the use of educational multimedia applications in English classes allows you to completely eliminate one of the most important reasons for the negative attitude to learning among young learners - failure due to lack of understanding of the material, or a problem related to memorization and motivation. This aspect is taken into consideration by the authors of many computer training programs.

As E.Polat says, “new pedagogical technologies and any others that are currently used or are only emerging in the minds of scientists and educators are unthinkable without the widespread use of new information technologies.” [17]

Due to the study of the usefulness of multimedia in education, an important point for future research is that the upcoming time undoubtedly promises the availability of multimedia technology to everyone, without exception, but the use should be limited and should be consistent with the pedagogical intention. In their research, S. Malik and A. Agarwal found that the use of multimedia in the educational process with pedagogical problems does not contribute to increasing interest and interaction between learners in the lesson. The authors are convinced of the need for even more research work in the field of multimedia pedagogy to create multimedia applications with appropriate content, design and form, complementing and solving the tasks of the educational process. [15]

Currently, the exercises in the English lessons are focused on learners, and the educational process is organized in a supportive context. According to K.-O. Jeong, the English classroom is not the only place where English learners can receive new information, especially bearing in mind the current trends in the integration of modern technology skills into a regular curriculum. The pedagogical direction towards integrating multimedia and technical support into the English language learning process is forcing English teachers to follow modern trends and acquire the necessary knowledge and skills in the field of educational information technologies. English teachers act as observers, while learners build their own learning and understanding, taking the initiative in their learning activities and results. With the use of multimedia applications in teaching English, learners are involved in training programs and exercises that develop critical thinking skills. Multimedia applications and their diversity provide significant support to both the teacher and learners, and at the same time contribute to the development of communicative competence. According to the author, the multimedia resources which have practical application in teaching English contribute to raising the level of all four language skills. [8]

A. Rontsevich points out the peculiarity of all multimedia:

1. the variety of presentation in different combinations, the presentation of the same information (via audiovisual sensory channels), in contrast to conventional media that do not have this ability;
2. characterization of methodology approaches to the interpretation of all multimedia in multiple representativeness. [19]

Yu.Kohenderfer indicates the possibilities of multimedia manuals. According to the author, in teaching foreign languages the possibilities of multimedia manuals are unlimited. They can be used to develop different language units, including the development of oral skills. “Using a

computer, a teacher can give an individual task to each learner, organize work in pairs, give a task to a group, etc., which allows you to put into practice problem-searching methods, as well as practice self-and mutual learning techniques.” [12]

“An analysis of the lessons, during which the teacher uses multimedia training material in the activities, allows us to highlight a number of advantages of such teaching methods, namely:

- there is a better perception and memorization of the studied material;
- the level of learner personal motivation for contact with a new field of knowledge is increasing;
- there is an optimization of the time parameters of the learning process due to the much smaller time spent per unit of training. [2]

F.Kilicheva believes that "the concept of multimedia, on the one hand, is closely related to computer processing and the presentation of diverse information and, on the other hand, underlies the functioning of information tools that significantly affect the effectiveness of education." The author emphasizes that the term "multimedia" incorporates information technology that is designed to effectively influence learners. [10]

The concept of teaching foreign languages using technology can be based on 5 principles:

- enriched with educational resources, having technical support,
- individualized,
- adapted,
- aimed at independence of learners,
- motivating. [12]

Some scientists are sure that the use of multimedia applications in teaching English to young learners can have a positive effect on the long-term memory.

So, for example, A. Gilakzhani in his study concludes that animation includes text and images that can contribute to the creation of many representations and the development of long-term memory. Animations, images, movements and simulations can enhance the learning process and help the learner to obtain more holistic information about the material studied. [6]

According to the theory of R. Mayer and R. Moreno, the content presented in an animated form and combining the text with images helps to activate the learner’s psychological representation in order to facilitate the reconstruction of answers to questions in memory, which leads to the effect of improving long-term memory. [16]

Yu.Kurbanova considers that the formation of the speech foundation is facilitated by the effective use of computer technology in language lessons. [13] O.Chikisheva says, “the formation of interest in the content of educational activities, the acquisition of knowledge is associated with the learners’ sense of satisfaction from their achievements. And this feeling is reinforced by the approval, praise of the teacher, who emphasizes each, even the smallest success, the smallest advance. Young learners feel a sense of pride, a special upsurge, when the teacher praises them. ” [4]

During the study, M. Razmiya and co-authors found that 73.9% of learners surveyed believe that the use of multimedia is useful to improve their pronunciation, intonation and rhythm of oral speech in learning English. “This answer was consistent with a study showing that using multimedia techniques in the classroom, learners can develop oral skills, and this technique can be seen as an important tool in learning and teaching foreign languages.” [18]

W. Yang and F. Fang, in their work examining the impact of multimedia in teaching English, indicate that the role of learners is emphasized and interaction between teachers and learners is increased. According to the authors' opinion, the peculiarity of teaching using multimedia is to improve the listening and speaking skills of learners, as well as to develop their communicative competence. In the process of teaching using multimedia, the teacher acts as an assistant to the learners, which creates the foundation for collaboration between teachers and learners, while at the same time providing a language environment that qualitatively improves the traditional teaching model in English classes. The use of multimedia allows learners to actively participate in the educational process, which increases the effectiveness and quality of training.

The authors believe that multimedia learning makes the lesson lively and interesting, and also optimizes the organization of the lesson itself. The use of sound, pictures, their combination enriches the content of the lessons. The use of multimedia helps to understand the material better in English lessons. [23]

The results of a survey of teachers conducted in the framework of S. Tamarana's study showed that most English teachers are positive about the use of multimedia technologies in teaching. Teachers agree that multimedia technology fosters a process of self-understanding. And most of the teachers surveyed believe that multimedia helps teachers develop learners' language skills in more effective ways. [22]

S. Ahmed is assured that teachers should use computer technology in teaching English. The author reminds that today there are many programs in English, records, videos that contribute to the study of English and the learners' communication skills development. S. Ahmed believes if an English teacher uses computer programs in his teaching, it will be very effective in enhancing learners' foreign-language communicative competence and achieving mastery of the English language. [1]

## METHODOLOGY

The multimedia applications to Kids' English sets for Grades 2-3-4 contain audio files of texts and dialogs, video activities, animated and interactive activities. They contain the material necessary for completing listening and speaking activities. These applications were created for use in the lesson, as well as to help parents to revise with their children the learned material at home.

For a more effective use of the multimedia applications, it was decided to help teachers from all regions of Uzbekistan and familiarize them with the content and ways of using these applications in language teaching. In Tashkent at the Retraining and In-service Institute named after A. Avloni the training for English teacher trainers was organized. The aim of the training was to explain and practise the use of the Kids' English-2, 3, 4 sets within the goals and tasks of using the multimedia applications to the sets. Among the sessions given to the teacher trainers "Use of multimedia resources", "Project work", "Storytelling" and some other ones on how to use multimedia in class were given as well. To clarify the content and the principles of work with the apps the trainers discussed the following issues:

- What is multimedia?
- What types of multimedia do you know?
- What types of multimedia do you use?

Let's look at the principles that underlie the creation of the multimedia apps to the Kids' English sets:

- According to the requirements of the State Standards for Foreign Language learning, the main focus is on listening and speaking in primary school English classes. That is, by the principle of oral advancing, young learners must first listen to new material, and then practice it in oral speech;
- Communicative orientation of tasks that are as close as possible to real situations and understandable to young learners;
- Sociocultural orientation in order to study and compare the culture, traditions and customs of the peoples of Uzbekistan and English-speaking countries;
- Using songs, cartoons and chants for educational games and TPR activities to raise young learners' interest to English learning;
- Using video instructions to demonstrate a sample of the activity and shorten the time for the task explanation;
- Using interactive activities to organize pair/group work and competitions;
- Using audio animated activities to raise listening and speaking skills.
- Using project work based on the principle of studying, comparing, analyzing and preparing a presentation of teamwork, where young learners can develop their research skills;
- Using extra activities given in the app with stronger groups.

Each multimedia application consists of **14 Units** as well the Kids' English textbook and one additional **Unit 15** for revision the whole material of the year. In addition, the apps contain works that can be used for classroom assessment and self-assessment, such as "Can do" statements.

In the apps the teachers can find the instructions how to use the interactive activities and Unit 15.

**“Jump a word”, “Magic box”, “Naughty words” (ABC activity)** are intended to further consolidation of the lesson material.

“Jump a word” is an exercise on the active vocabulary repetition. The task is to listen to the word, collect the letters in order to make a word. If the letter is incorrect it will not be added to the word. The number of the words in this exercise is indicated, for example, 3/5 means there are 5 words in the exercise and this one is the 3rd in a row. It's possible to skip a word and to move to another one.

“Magic box” is an exercise for listening and speaking skills improvement. The pupils listen and train pronunciation of the new words.

“Naughty words” is an exercise to consolidate the new phrases. If the phrase is in a correct order, the punctuation will fall into place and the pupil will hear the pronunciation of the phrase and *Good job!* If the phrase is made incorrectly the pupil will hear *Try again, please.* The number of the phrases in this exercise is indicated, for example, 3/5 means there are 5 phrases in the exercise and this one is the 3rd in a row. It's possible to skip a phrase and to move to another one.

### **Unit 15:**

Here there is a list of the songs which are sung this year. A teacher can allow young learners to remember them and sing again.

The interactive exercises “Jump a word”, “Magic box”, “Naughty words” gather all the active vocabulary of the year.

Along with the interactive exercises and songs, this Unit consists of exercises that practise pupils' reading and speaking skills. Young learners have the opportunity to return to the texts again, listen to them, remember and practise them in their own speech.

## RESULTS

To clarify the opinion of English teachers on the influence of using multimedia apps in TEYL 192 English teachers of the Autonomy Republic of Karakalpakstan, Khorezm region, Samarkand region, Fergana valley and the city of Tashkent were asked to complete the questionnaire.

1-3 years	4-7 years	8-10 years	More than 10 years	
52	35	41	64	<b>192</b>

Table 1. The experience of teachers who answered the questionnaire

According to a survey of English teachers in elementary school, we got the following results:

- 97.8% of teachers surveyed believe that teachers need to speak English in a lesson;
- 98.9% of teachers use the multimedia application in the lesson for instructions and to familiarize the learners with the active vocabulary of the lesson;
- 97.8% of teachers agree that their young learners like to sing songs during lessons;
- 98.9% of teachers believe that using songs in the classroom helps primary school learners improve their speaking skills;
- 96.7% of teachers are sure that learners should listen and understand not only their English speech, but other people as well;
- 95.6% of teachers agree that a multimedia application is an effective tool for organizing pair / group activities;
- 89.1% of teachers believe that the interactive exercise “Make a sentence” / “Naughty words” can help to practice the correct use of sentences in speech;
- 94.5% of teachers believe that watching cartoons can help their young learners practice creating and presenting stories (with the characters in these cartoons);
- 84.7% of teachers are ready to use a multimedia application to assess the knowledge of young learners;
- 84.7% of teachers agree that the multimedia application is an effective tool for parents to help children learn English.

What activity from the multimedia application to Kids’ English textbook is the most effective to develop speaking skills of your pupils? What do you think? (It’s possible to tick more than 1 answer)	
A	Songs (Listen and sing; Listen and repeat)
B	Video exercises (Mime and say; Play Interview; Point and say; Look, listen and repeat; etc.)
C	Interactive activities (Jump a word; Naughty words; etc)
D	Animation activities (Magic box; Watch and check; etc.)
E	Cartoons

Table 2. The teachers were asked to choose the most effective activities for speaking skill development.

Most preferences of English teachers were given to using songs, video instructions and cartoons in teaching young learners. Teachers think that animated activities are a good tool for repeating and remembering the words and word combinations. Teachers also note the effectiveness of interactive activities, but due to lack of time in the lesson, they sometimes do

not have enough time to complete all the tasks in class and prefer to set these activities as home task.

An effective feature of multimedia applications for the Kids' English sets is the correspondence of these applications to the set authors' concept. The application repeats the two-page spreads of the textbook, thereby facilitating an easy navigation in the lesson, completing tasks, data in a multimedia application. Exercises that contain animated, interactive tasks, a video or a song are highlighted with an active button that increases in size when you hover over it.

The multimedia application meets the goals and objectives of both a single lesson and the curriculum as a whole in the matter of the formation of communicative competence. The tasks in this application are created in such a way that allows the teacher to retain the interest of young learners, increase their motivation, and also develop the English-speaking skills of young learners.

Summing up the survey results, we can say that teachers actively use the multimedia application in the classroom. According to English teachers' opinion, all the activities given in the multimedia apps are very effective to use in English classes for young learners, but the best way to use them is for introducing a new vocabulary in the lesson, for video instructions to avoid using the native language (L1) when explaining the task (on the principle of "better to see once"), for listening to songs and watching cartoons.

The multimedia applications to the Kids' English sets stimulate interest in the English language, increase the motivation for learning, as when correctly performing interactive activities, young learners can hear words of approval and praise (Good job; Well done!). In case of failure, they also feel support (Try again, please).

With the systematic use of multimedia applications in English classes in primary school, the following results can be achieved:

- increase the interest of young learners in English language learning;
- improve the quality of the lesson and the educational process as a whole;
- increase the cognitive activity of young learners;
- develop creativeness of young learners;
- diversify the system of assessing the knowledge of young learners;
- activate critical thinking of young learners;
- develop communication skills, practice teamwork with young learners.

Summarizing the above, we can assume that the use of multimedia applications to the Kids' English sets for learners of primary schools in Uzbekistan allows:

- to raise young learners' motivation in English classes;
- to develop young learners' language competencies;
- to include in the educational process a variety of effective types of activities that are relevant to the specifics of primary school education;
- to take into account all stages of work with educational material, according to the level of the group as a whole and each young learner in particular.

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