





## Multimedia in TEFL

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## Preface

Dear Reader,

If you expect this book to provide you with ready-made materials, which you just copy and use in your classes, you will be definitely disappointed. This textbook is designed for the EFL teacher trainees, novice teachers, and also experienced practitioners who want to enhance their understanding of the role multimedia can play in their teaching.

It is clear that technologies are and will always be here, and we should learn how use them wisely and effectively. There is no sense in using them just for the sake of being a “modern teacher”. Neither is it wise to use them because “children like it”. The “wow” effect of novelty will disappear soon, and the day when there will be a computer with an Internet connection in every household, in every classroom is knocking on the door. Are we prepared for it?

To get prepared means to study the theory and its impact on practice, and that is what this books provides. The first chapter describes the history of Computer Assisted Language Learning and pedagogical theories such as constructivism and connectivism, which serve as a theoretical background to modern CALL. Furthermore, the author explains why the last stage of CALL may be called the u-CALL, i.e. the Ubiquitous CALL. The role of the Internet in CALL deserves our special attention, and that is why this issue is discussed in a special chapter.

The further chapters are devoted to particular traditional components of TEFL – skills of reading, writing, listening, and speaking, which are related to the benefits of multimedia. The chapters on skills are followed by four

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chapters describing the role of multimedia in teaching culture, pronunciation, vocabulary, and grammar.

The book explains the theories; however, it also provides the reader with practical examples, supported by this theoretical background.

Examples of activities and worksheets can be found in the Appendix. The authors do not want their book to be used as a “Manual of CALL”, they wrote it as a course book for students and/or teachers of EFL.

We wish you to enjoy studying it as much as we enjoyed writing,

The Authors

### 1 History of CALL

Just like any new technological innovation, computers entered the field of education relatively shortly after their invention, or more precisely – after their mass production. In 1953, IBM introduced the first mass produced computer, the 701 (Computer Help, 2012), to the public and in the 1960's the history of Computer Assisted Instruction (CAI) began.

Similar developments can be traced in many innovations used as teaching aids or learning tools (the difference will be discussed later). It is believed (Norman, 2011) that one of the first books printed by Guttenberg in Mainz (the exact year is not known) was *Ars minor*, a schoolbook on Latin Grammar by Aelius Donatus. The first public film screening using the Lumière brothers' 'cinematograph' in 1895 was followed by the first educational film 10 years later (Altshuller - Pressman, 2012). Other technological developments which entered the field of education include the television, the tape recorder, and so on. Thus we dare to state that the development of technology is closely followed by its use in education.

The case of the computer is not an exception; moreover, the same tendency can be traced even nowadays. As soon as the cellular phone became a part of everyday life – M-learning (mobile learning) was introduced by technology-friendly teachers. Nowadays M-learning is "... mediated through a compact digital portable device that the individual carries on a regular basis, has reliable connectivity, and fits in a pocket or purse." (MoLeNET, 2009). Palmtops, iPods, e-book

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readers – all these innovations are already used in education and many more will follow.

### 1. Pre- CALL

What was said about new technologies and their implementation in teaching/learning can be applied to foreign language education as well. As stated above, one of the first printed textbooks was the Latin grammar textbook.

Computers were involved with language as early as World War 2 (Fotos - Brown, 2004) – when large, mainframe computers were used for cryptography and mechanical translations. By the 1960's computers started to be used by linguists to create concordances for text analysis. The first computer-created corpus was the Brown Corpus of Standard American English, which contained about 1 million words as a base for the word frequency list (*ibid.*). Using computers in language teaching/learning was just one step behind their usage for linguistics.

### 2. Structural CALL

In the 1950's and 1960's the first, pioneer CALL programs (nowadays called 'behaviouristic CALL') appeared and they were used mainly for drilling and testing, which was in fact partially due to the ruling behaviouristic theories, as well as the functions of computers, which were limiting the first linear programs. As the language teaching/learning was based upon drill and practice, computer programs, which made these activities easier for both the teacher and the student, successfully supplemented classroom instruction.

One of the first projects aimed at using computers in foreign language teaching/learning was carried out at

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Stanford University, where self-instructional materials for Slavic language learning were developed. In the same period, at the University of Illinois a system named PLATO (Programmed Logic for Automated Teaching Operations) was used by teachers to create a Russian-English translation course (Gruba, 2004 cited in Davies - Elder, 2004). The PLATO system was later enlarged to include more languages, and more sophisticated tasks than the first programs, which were able to provide drills and marking for students and an authoring tool for teachers. However, high costs did not allow the expensive mainframe computers to be more extensively used in education. It was the increase in computer availability, which came with personal computers, which caused increasing interest in CALL (*ibid.*).

### 3. Communicative CALL

Two facts influenced the following development of CALL. Firstly, it was the attention focused on communicative approaches based on meaning-focused language teaching/learning in 1970's; secondly – the development of technology leading to microcomputers, which started to be used in CALL. The first organisations (CALICO, EuroCALL) and journals (CALICO journal, ReCALL) dealing with CALL issues were established. Computers were used for reading, writing, text reconstruction, cloze tests, puzzles, games, etc. As Levy (1997, cited in Fotos - Brown, 2004) states, the computer was considered a tutor – ‘a teacher in a machine’.

Levy (*ibid.*) stresses the fact that the development of educational technology was [*nb*, it always has been (noted by the author)] closely tied with the efforts of language teachers. The Athena (campus/wide networked computer systems) at MIT (Massachusetts Institute of

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Technology) was used to develop the special Athena Language Learning Project based on communicative approaches to language teaching/learning together with the integration of multimedia and techniques from the research of artificial intelligence. The authors tried to keep learning foreign languages (French and Spanish) more close to real life by using native speakers to film videos on location, linking a variety of supporting resources (ibid). Moreover, they introduced interactive structured video, in which the student could influence the outcome that may be considered a step towards the 'learner's autonomy'.

The same author (cited in Gruba, 2004) states that in this period the first attempts to use multimedia-based instructions were made. A project entitled TICCIT (Time-Shared, Interactive, Computer Controlled Information Television) was undertaken at Brigham Young University in 1971, where the computer integrated text, audio, and video, which could all be controlled by the learner. However, the real development of multimedia in CALL started with the development of multimedia computers.

### 4. Integrative CALL

The mid 1990's in terms of technology meant the next step – powerful desktop computers appeared in CALL. The Internet, multimedia, and hypermedia supported an interactive, individualized approach to language teaching/learning, which was backed by the Vygotskyan sociocultural model of language learning, in which interaction is a basic condition of creating meaning (Fotos - Brown, 2004). At the beginning of this period the computer started to be viewed as a means of communication for meaningful purposes.

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Chapelle (2001, p. 175) calls the 20th century a “time of idiosyncratic learning, quirky software development, and naïve experimentation” for second language learning. The same author (*ibid.*) also commented on the explosive growth of the Internet, which according to her point of view can serve not only as a great source of resources and motivation to teachers to create sophisticated materials, but also supported the interactivity by cooperation through e-mail, sharing virtual environments, etc.

While the practices in communicative CALL based on cognitive constructivist theories of learning tried to guide meaningful interactions and promote fluency (Gruba, 2004), integrative CALL seeks to use networked computers for large-scale collaborative activities, in which not only meaningful interaction but also authentic project-work are stressed. The learner’s ability to take a purposeful action and see its results is the main goal. Gruba (*ibid.*) considers the difference in the approaches to the syllabus design being the main distinction between the communicative CALL and integrative CALL. Whereas the syllabus design in the former can be regarded as task-based, defined in advance by the learner’s needs, the latter is just a “dynamic blueprint”, where learning occurs through “accidents” generated by projects (Barson, 1999, cited in Gruba, 2004). It can be concluded that the development in CALL pushes the learner towards the responsibility for his/her learning success and autonomy, awareness of the goals and possible results of their active learning.

The development described above can be encapsulated in the table at the end of this chapter, which is based on Gruba (2004); Fotos, Brown (2004); Veselá (2009); and Kern, Warschauer (2004). Three

periods: structural CALL, communicative CALL, and integrative CALL are described, where the role of technology, theory of learning, and the role of the learner are considered. On the basis of the history and presence of CALL development our predictions about the future can be made, thus the fourth column is included.

The nowadays computers and other technologies are an integral part of our everyday lives. Children are growing up in a world where computer literacy is taken for granted. They can use computers in pre-school age, very often before they can read and write. They are, as Wheeler (n. d.) calls them: 'digital natives'. The development in the field of technologies is so fast that we cannot predict the future, however it can be stated without any doubts that computers in some form will be all around us.

Talking about the future of CALL, not only the technology should be considered, but also the fact that the Internet and globalisation have caused the situation when foreign languages appear all around us. The English language dominates every possible source – music, films, computer games, radio, TV, billboards, internet, etc. Despite all the struggles of language purists, exposure to foreign languages cannot be avoided.

### 5. Ubiquitous CALL

The above mentioned facts lead us to the conclusion that the future generation of CALL can be called "Ubiquitous CALL", with the omnipresent technology and pervasive presence of foreign languages. The term U-learning was introduced by Wheeler (2009). He developed the idea about ubiquitous computing (pervasive computing) in a learning context:

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*“U-learning will rely heavily on access to devices and tools that enable and support learning in any context, whether mobile or static, anywhere 24/7, and in a manner that is seamless and unobtrusive. It will also need to be 'intelligent' according to the strictest interpretation of the ubiquitous model, so that it can predict changing contexts and user needs as they occur. The key tools of U-learning will be mobile phones, laptops and other portable wireless devices.”*  
(Wheeler, 2009, para 2)

If this definition is applied to CALL, we can say that the term “Ubiquitous CALL” is approvable. The fourth column of Table 1 describes the potentials of CALL nowadays and in the future. A brief description of its parts follows.

### ***Technology***

Despite the fact that the development in the field of new technologies is difficult to predict, it is clear that the speed is accelerating, and (as mentioned above) we can expect that when new technologies are developed, they will be definitely used in education, and subsequently in language education.

The Centre for Learning and Performance Technologies (C4LPT) runs a website with a directory of learning and performance tools, where “over 2,000 tools for learning and working in education and the workplace” (C4LPT, 2004a) are listed. They are categorised into twelve groups (e.g. Public learning sites, Instructional tools, Social and collaboration spaces, Web meeting, conferencing and virtual world tools, Document, presentation and spreadsheet tools, and others), and further subdivided into subcategories. Within the group of public learning sites a list of nearly 200 websites

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dedicated to learning a language online is provided. However, CALL is not only about learning languages online. All of the listed “Learning & Performance Tools” can be used by language teachers and learners.

According to the C4LPT definition learning tool “could be a tool you use to create or deliver learning content/solutions for others or a tool you use for your own personal learning” (C4LPT, 2004b).

Here is the list of the Top 30 (C4LPT, 2004b):

1. Twitter - micro-sharing site
2. YouTube - video-sharing tool
3. Google Docs – collaboration suite (incl. Google Forms)
4. Skype - instant messaging/VoIP tool
5. WordPress - blogging tool
6. Dropbox - file synching software
7. Prezi - presentation software
8. Moodle - course management system
9. Slideshare - presentation sharing site
- 10.(Edu)Glogster - interactive poster tool
- 11.Wikipedia - collaborative encyclopaedia
- 12.Blogger/Blogspot - blogging tool
- 13.diigo - social annotation tool
- 14.Facebook - social network
- 15.Google Search - search engine
- 16.Google Reader - RSS reader

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- 17.Evernote - note-taking tool
- 18.Jing - screen capture tool
- 19.PowerPoint - presentation software
- 20.Gmail - web-based email service
- 21.LinkedIn - prof social network
- 22.Edmodo - edu social networking site
- 23.Wikispaces - wiki tool
- 24.Delicious - social bookmarking tool
- 25.Voicethread - collaborative slideshows
- 26.Google+ - social network
- 27.Animoto - videos from images
- 28.Camtasia- screencasting tool
- 29.Audacity - sound editor/recorder
- 30.TED Talks - inspirational videos

All of them can be and are used in CALL. FutureForAll.org (2012) provides a list of future predictions about the development of technology. A number from the field of communication and the field computers can be connected with CALL:

- Instant information
- Virtual presence
- Wireless everything
- One small mobile device does everything
- All media (movies, TV shows, etc.) on-demand
- Holographic messages
- Computers equivalent to the human brain
- Nanoscale computers everywhere

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- Optical computers
- Self editing software
- Holographic touch screen computers

Can we imagine how to use them in CALL? Are we prepared for the new challenges? How can we prepare the learners for using the technologies which we today cannot even imagine but they will be available when they are adults?

### ***The role of computers***

This part should be called ‘The role of technologies’, as not only computers are used in CALL; nevertheless the general term ‘computer’ can be used to refer to technologies, otherwise we should consider to use the abbreviation TALL (Technologies Assisted Language Learning) instead, which would bring some confusion into our table (Table 1).

In the table the role of computers is described as an “Integral part of learning”. Technology is becoming an integral part of communication and, as a consequence, language. Indeed it has become an ever more integral part of our lives – therefore technologies will be a *conditio sine qua non* in future language education. In 2000 there were still two extremes: eager proponents or angry deriders of technology in education (Chapelle, 2003); however, since then the voices of those educators who question the role of technology have been weakening. Chapelle (*ibid.* p. 14) states that “[the] assumption that a case must be made for technology sits uncomfortably with my everyday reality in which using technology has become the unmarked, the normal and natural, way of doing so many things”. However, technology itself cannot change the CALL, as Warschauer (2004, p. 24) stresses: “In the end, the most important

developments may not be those that occur in the technological realm, but rather those that take place in our own conceptions of teaching and learning.” And that is what makes the point of language pedagogy the focus of CALL.

### ***Applied linguistics***

In language pedagogy the main theories of general pedagogy are applied, as it was with behaviourism, cognitivism, and sociocognitivism. In the Ubiquitous CALL basic constructivist and connectivist ideas can be found.

#### Constructivism

According to Turek (2005, cited in Horváthová, 2011), constructivism cannot be viewed as an unequivocal pedagogical theory, but a way of thinking, which can influence the creation of educational models aimed at problem solving tasks and the construction of final products. Chen (n. d.) claims that constructivist approaches to teaching and learning have emerged from the work of Bruner, Piaget, and Vygotsky; however they split into two main strands – cognitive constructivism and social constructivism, which share common perspectives but differ in what they emphasize.

Jonassen (1994, cited in Chen, n. d.) summarizes the constructivist learning environments in the following points:

1. Constructivist learning environments provide multiple representations of reality. Multiple representations avoid oversimplification and represent the complexity of the real world.
2. They emphasize knowledge construction inserted of knowledge reproduction.

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3. They emphasize authentic tasks in a meaningful context rather than abstract instruction out of context.
4. They provide learning environments such as real-world settings or case-based learning instead of predetermined sequences of instruction.
5. They encourage thoughtful reflection on experience.
6. They "enable context- and content- dependent knowledge construction."
7. They support „collaborative construction of knowledge through social negotiation, not competition among learners for recognition".

If we apply the above-mentioned principles to Krashen's basic ideas about second language acquisition (input – apperception – comprehension – intake – integration – output), the constructivist influence on the Ubiquitous CALL can be easily illustrated.

### Input

Ubiquitous technology provides “multiple representations of reality” and “complexity of the real world”, i.e. complexity of language; consequently, the learning environment presented by virtual reality provided by technologies makes the tasks “authentic in a meaningful context”. The foreign language input provided by technologies may have any form of real language, e.g. e-books, videos, multimedial presentations, online newspapers, chats, e-mails, blogs, wikis, etc.

Apperception – comprehension – intake – integration

The “real world settings”, i.e. real language mediated by technologies, and “case-based learning” help

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apperception and comprehension from “context” and “content”. The intake can be easily integrated with previous knowledge by multimedial support and technology-assisted help (dictionaries, search engines, hypertexts, etc.)

### Output

This phase is the one which is mostly influenced by the constructivist theory. The learners create their own “construct”, i.e. output – the language input appercepted and integrated into previous knowledge and then “put out” with technology support (speech recognition software, recording, e-mails, chats, blogs, presentations, etc.)

Vygotsky’s main idea of social constructivism about the importance of culture and the social context for cognitive development can be applied to language (as as a cultural and social experience) learning and teaching. Furthermore, if language is to be used in a cultural and social context, it should be learned and practised in these contexts as well.

Maddux, Johnson, and Willis (1997, cited in Chen, n. d.) describe Vygotsky’s main principles applied in a classroom. We can complement these ideas by their application to CALL.

### *1. Learning and development is a social, collaborative activity.*

Using technologies to enhance communication, contact, and interaction should be beneficial. The ideas that “computers kill social life”, which are quite common among teachers and parents should be overcome and replaced by the idea that “computers help social and collaborative activities”. The learners who would

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otherwise have no opportunities to be in touch with real language, other learners, and/or native speakers can now do that via technologies. It just needs to promote the principles of “using, not abusing technologies”.

*2. The Zone of Proximal Development can serve as a guide for curricular and lesson planning.*

To develop understanding and move the ZPD forward any technology can help – electronic dictionaries, internet and/or CD-ROM encyclopaedias, grammar checker, electronic mind-maps, etc.

*3. School learning should occur in a meaningful context and not be separated from learning and knowledge children develop in the “real world.”*

The “real world” can be a virtual world of a computer game (e.g. learning the animal vocabulary through playing Simfarm), any recording and publishing software, blog, etc.

*4. Out-of-school experiences should be related to the child's school experience.*

It means that the language the learners learn should be the language they can meet outside the classroom, in reality. The Internet helps to bring the reality of a foreign language closer to the learner – YouTube videos, online magazines and newspapers, chats, social networks, etc. – all of these tools can be brought to school and used in language teaching/learning.

### **Connectivism**

Siemens (2004) comments on the limitations of behaviourism, cognitivism, and constructivism, stressing that the central idea of these theories is that learning occurs inside a person. He reproaches them for not

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paying attention to the learning that occurs outside of people (i.e. stored and manipulated by technology). Moreover, he criticises the fact that learning theories are concerned just with the actual process of learning, not with the value of what is being learned. Siemens (*ibid.*) considers the need to evaluate the worthiness of learning being a meta-skill that should be acquired before learning itself begins. According to him: “In today’s environment, action is often needed without personal learning – that is, we need to act by drawing information outside of our primary knowledge. The ability to synthesize and recognize connections and patterns is a valuable skill (*ibid.*, para 13).”

One of the basic ideas of connectivism is that “including technology and connection making as learning activities begins to move learning theories into a digital age. We can no longer personally experience and acquire learning that we need to act. We derive our competence from forming connections.” (*ibid.*, para 16, underlined by the author).

Siemens (*ibid.* para 6) formulates the basic principles of connectivism as follows:

- *Learning and knowledge rests in diversity of opinions.*
- *Learning is a process of connecting specialized nodes or information sources.*
- *Learning may reside in non-human appliances.*
- *Capacity to know more is more critical than what is currently known*
- *Nurturing and maintaining connections is needed to facilitate continual learning.*

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- *Ability to see connections between fields, ideas, and concepts is a core skill.*
- *Currency (accurate, up-to-date knowledge) is the intent of all connectivist learning activities.*
- *Decision-making is itself a learning process. Choosing what to learn and the meaning of incoming information is seen through the lens of a shifting reality. While there is a right answer now, it may be wrong tomorrow due to alterations in the information climate affecting the decision .*

Despite the fact that language teaching/learning is a specific field, where not all the connectivist principles can be applied, we will provide some examples of connectivist theory in CALL.

In Ubiquitous CALL specialized nodes or information resources can be connected. For example, when developing a special field vocabulary we can use various dictionaries, mind-maps, YouTube videos, podcasts, etc. This variability will help the apperception and comprehension. Another example can be given to illustrate the point describing the importance of the “*capacity to know more*” (see above), as foreign language learning is a never-ending task, which needs not only the capacity to learn more, but what is more the will and need to use it.

What we see as the most important connectivist idea applicable in language learning is the importance to develop the ability to see “*connections between fields, ideas, and concepts*”. Everything learnt in language should be learnt in context, integrated with previous knowledge. The connections between the particular

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language fields should be clear, connections e.g. between the vocabulary and grammar, letters and phonemes, vocabulary and register, style and text. Moreover, all the knowledge should be connected with real world reality and the connections clearly visible to every learner.

### ***The role of learners***

We are convinced that the ‘learner centred approach’ is and will be taken for granted in future language pedagogy. However, recently an opinion has been articulated that there is a danger that teaching/learning will be ‘technology centred’. We believe that recent developments have proven that new technologies are so closely connected with everyday life that there is no need to overestimate them because the influence is clear and strong.

The learners do and will naturally use technologies in communication and thus language learning, which will allow them to be autonomous, not dependent on the traditional school environment – e.g. using podcasts in developing listening skills, which can be realized everywhere through the simplest cellular phone, used as an MP3 player. As stated by Horváthová (2011a), emphasis on the autonomous approach in CALL and ESP is essential for establishing the conditions which allow students to manage and control their own learning process. On the other hand, Holúbeková and Nemčoková (2007) came in their research to the conclusion that teaching learners how to be autonomous is a long-lasting and difficult process.

Social networks such as Facebook and/or Twitter provide the learner with an opportunity to be a part of “global learning”, to meet learners from other countries, to create common teams to work on projects, etc. The

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tools like Dropbox and/or Yousendit enable learners to share huge amounts of information, send files, and cooperate with each other. This type of collaborative project work was unthinkable before.

### *The role of teachers*

At the end of the last century the opinion that technologies will replace teachers in the future was not uncommon. Some ‘pro-technologists’ were enthusiastically proving the non-importance of teachers in the future whereas some conservative ‘anti-technologists’ were worried that education will lose its ‘humanism’. Time has proven that the role of the teacher cannot be played by any computer or any form of artificial intelligence. As Fotos and Brown (2004, p. 7) claim: “Technology will not replace teachers; teachers who use technology will replace those who don’t!” Similar idea was promoted by Bílek and Šimonová (2009, p. 52): “It is clear that only technology is not able to replace a human education at any level.”

Warschauer (2004) stated that information and communication technologies had caused a societal change similar to the one brought by the invention of the printing press. Thus it can be concluded that a teacher who cannot or does not use technologies nowadays can be compared to a teacher who could not read or did not use books in the past. However, the task is not to use technologies but to use them wisely, purposefully, and creatively.

The role of the teacher in the Ubiquitous CALL is marked as a ‘challenger’ and a ‘motivator’. We can add that his/her role is to show the learners that learning can be a useful, funny, and interesting activity. The teacher can be a powerful inspiring part of the learning process;

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he/she can show the learners the intellectual pleasure of obtaining new knowledge.

Moreover, the world of information is too complicated nowadays, and the journey through it cannot be managed without prior instruction or without the help of a more experienced 'traveller'. This is the role which we call a 'navigator'. Nowadays more and more scrupulous attention is being paid to computer literacy and media wisdom. The learners cannot be thrown into the ocean of information without having been taught not only how not to drown, but also which style to swim, how to recognize the dangerous currents and waves and how to use them for their sake.

Every year among the entries in the Medea Awards competition<sup>1</sup> there is at least one dealing with the importance of technology literacy. In the year 2011 one of the finalists was the INgeBEELD Media Wisdom Platform, whose aim is to educate children, young people and adults in media wisdom and media literacy. According to the MEDEA awards (2011): "The platform's structure reflects the media literacy content and is likewise divided into four separate levels: self-use of media, critical use of media, conscious use of media, and sharing all this know-how and expertise and making it available to others in the educational system, which is the purpose of the World of Learning." In 2009 the "Passport to the Internet - the Student tutorial for Internet literacy" was rated among the highly commended entries. "This interactive medium allows students to learn Internet literacy skills in authentic environments" (*ibid.*).

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<sup>1</sup> See < <http://www.medea-awards.com/>>.

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In the Ubiquitous CALL the teacher's role of a navigator is of high importance. There are too many online sources for foreign language teaching/learning and it is not easy to evaluate them. Thus it is necessary to guide the learners through, to teach them how to evaluate the source from the point of view of its reliability, accuracy, currency, appropriateness, suitability etc.

However, Shneiderman (2003) describes the role of the teacher as being more complex than just the 'navigator': "We must do more than teach students to 'surf the net'; we must also teach them how to make waves" (p. vii). So, he considers the teacher's role to activate and develop creativity. Despite the fact that computer assisted instruction is blamed for killing the creativity of the learners, it is often stressed by the authors that the teacher's role is to support it. As Pimienta (2002) suggests, we should view the students not as behind a screen but rather in front of a keyboard. That means that the main role of the teacher is to teach how to use the resources combined with their skills and knowledge to create their impact on the world in collaboration with class or distant co-learners.

### ***Learning objectives***

*Accuracy, fluency, agency and coefficientcy* – that is how the learning objectives in Ubiquitous CALL are described in Table 1. The first two of them are clear and do not need to be commented on. Agency was added to the aims of foreign language learning by socio-constructivist theories, which stressed social interaction mediated by language. So the aim is to learn the language

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to be able to use it in particular action – the objective of ‘agency’.

The ‘coefficiency’ as an objective can be explained as the ability to use the language effectively in collaborative tasks, not just as an individual performance, and to be able to enter the world of connections and enjoy it. Swain (2005, cited in Nassaji and Tian, 2010) finds the collaborative activities in language learning beneficial because when learners collaborate to produce output, they use language not only to convey meaning, but also to develop meaning; moreover, they may get help from their peers. Thus coefficiency as an objective of learning is a necessity.

The learnt language should serve as a tool for meeting the demands of learning under new conditions, in the new environments with the ubiquitous technology.

Table 1 CALL in historical perspective (based on Felixová, Veselá, 2002; Gruba, 2004; Kern, Warschauer, 2000)

	<b>Structural CALL</b>	<b>Communicative CALL</b>	<b>Integrative CALL</b>	<b><i>Ubiquitous CALL</i></b>
<b>Technology</b>	Mainframe computers	Personal computer	PC + Internet	<i>PC, Internet, multimedia...</i>
<b>Role and use of computers</b>	Tireless instructor Drill and practice Instant feedback	Tool Communicative exercises	Mediator Authentic discourse Socio-cultural interaction	<i>Integral part of learning Authentic purposeful multimedial communication Networked collaboration</i>
<b>Applied linguistics</b>	Behaviourism and structuralism	Cognitivism	Socio-cognitivism	<i>Constructivism and connectivism</i>
<b>Role of learners</b>	Dependant trainee	Independent communicator	Collaborative focus of learning	<i>Autonomous part of global network</i>
<b>Role of teachers</b>	Authoritative instructor	Helpful mediator	Facilitator	<i>Challenger, motivator, navigator</i>
<b>Learning objectives</b>	Accuracy	Accuracy and fluency	Accuracy, fluency and agency	<i>Accuracy, fluency, agency and coefficient</i>

### Blended CALL

The term 'blended learning' is generally considered as a combination of face-to-face instruction and e-learning. However, according to some authors (e.g. Khan, 2005; Singh - Reed, 2004), it is possible to blend more complex range of forms and elements. If we suppose that CALL is a subfield of e-learning, then blended CALL can be either understood as a combination of face-to-face instruction and e-learning (narrow sense) or a combination of more forms and elements (wider sense) in foreign language teaching/learning. However, this division is not so clear and it deserves more detailed analysis.

Khan (2005) when talking about 'blended learning' describes a rich set of learning strategies or "dimensions". All of them can be adopted in CALL, and consequently according to this theory, 'blended CALL' will be a combination of various forms and elements used to reach effective teaching/learning. Among those mentioned by Khan (*ibid.*) there can be chosen following "dimensions" (in Khan's terminology) to be blended in CALL:

- off-line and on-line learning;
- self-paced and live, collaborative learning;
- structured and unstructured learning;
- custom content and off-the shelf content;
- learning, practice and performance support.

Nevertheless, this complex view on blended learning cannot satisfy the need of more precise definition. That is why there have been some authors (e.g. Oliver - Trigwell, 2005) who claim that if blended learning is understood as a mixture of various educational goals, theories, contents, and media, it is consequently confusing and hazy. Moreover, it is more content-centred than learner-centred. These authors

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argue that the term ‘blended learning’ is “ill-defined and inconsistently used. [...] Under any current definition, it is either incoherent or redundant as a concept” (*ibid.*). If we agreed with this concept of ‘blended learning’, we would have to admit that it cannot be applied in the Ubiquitous CALL since its postulate about not being learner-centred directly contradicts the learner-centeredness as a Ubiquitous CALL principle.

Considering the views of both – opponents and proponents of blended learning we should find the approach which would meet the needs of CALL theory and practice. Contemporary blended learning theory aims at assessment of strengths and weaknesses, evaluation of effectiveness by tools of pedagogical research, and attempts to find balanced combination. We do agree with Saunders and Werner (2002), who claim that no single approach or method can achieve maximum learning across a variety of learners. They continue:

*“Only a blend of methods and approaches can produce the richness and achieve the desired outcomes. [...] once one focuses on learning and how to support and produce learning across a variety of learners, selecting the most effective instructional, presentation, and distribution methods as well as assessment methods for the blend becomes much easier” (ibid.).*

Under the conditions of the educational environment at schools from primary up to the tertiary level of education pure e-learning solutions are not applicable. Not because its efficiency is even after the years of research still not clear and difficult to evaluate<sup>2</sup>, but mainly because the traditional schooling is definitely not so easily replaceable by

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<sup>2</sup> Compare Steiner, 2005 and NSD, 2012.

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e-schooling, moreover there is no reason to do so. That does not mean that CALL cannot be applied, it means that the right 'blend' should be found.

The term 'blended CALL' then can be used to name language teaching/learning by the help of various technological means in combination with traditional classroom instruction, which is the most common mode of language pedagogy. Since there is an immeasurable amount of the possible combinations of various 'blends' and their share, the core question is not whether to use technologies or not, or whether to blend or not but how to reach the balanced blended learning, use it purposefully, predimetedly, and rationally, having the learners needs always in mind. Here is the space for pedagogical research, the results of which should be applied and reresearched in practice to find the right blend of teaching tools and methods.



### *Quiz yourself*

1. How many stages of CALL can you name and describe?
2. Prove the statement "when new technologies are developed, they can be used in language education". Provide some examples.
3. What is your prediction about future development of CALL?
4. How can the constructivist learning environments be characterized?

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5. How can be constructivism connected with Krashen's ideas about second language acquisition?
6. What are the basic ideas of connectivism?
7. What is the role of learners in u-CALL?
8. What is the role of teachers in u-CALL?
9. What are the learning objectives in u-CALL?
10. What does contemporary blended learning theory aim at?

*This chapter can be found in Veselá, K. 2012. <sup>3</sup>*

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<sup>3</sup> *Teaching ESP in New Environments: CA-CLIL. Nitra : 2012. ISBN 978-80-89477-06-7.*

### 2 Internet in TEFL

Nowadays, the Internet has a prominent role in all aspects of the modern world. Due to its widespread application in many fields, the Internet has undoubtedly great potential in educational life, especially foreign language education. The Internet provides space full of authentic materials, which are necessary for foreign language education. It provides versatile opportunities for practising language within authentic context, thus it helps both the teachers and the learners of a foreign language.

The beginnings of the Internet dates back to 1969 (i.e. the times of the Cold War) and it was primarily used for military purposes (i.e. as a way of communication in which computers on different sites communicated with each other over telephone lines in case of nuclear strike on one of these sites). This 'military secret' was first used for educational purposes in the 1970's in the USA. As for the Web, it began as an experimental project in 1989 at CERN in Switzerland, so as to be later perfected 1993. During the next decades it emerged into tremendous use among people around the world. Today, we can hardly imagine our life without the Internet.

#### **Why to use the Internet in ELT**

As mentioned above, the Internet is widespread and it has become an inherent part of our every day's life. It is also an integral part of the educational process nowadays, teaching/learning a foreign language included. According to Malá and Dvorecký (2010), students spend plenty of time on the Internet, playing online computer games, thus the Internet serves as a tool for motivation that needs to be exploited in education. Questions explaining the reasons for using such technology in the (foreign language - FL) classroom seem to be natural to appear. One of them may

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concern the listing of the reasons for its daily use, especially when one has to notice the fact it was not used so much in the past and students did learn the language. Many authors (Dudeney and Hockly, 2007; Harđošová and Malá, 2003; Teeler and Grey, 2000; Fox, 1998; Singhal, 1997; Warschauer and Whittaker, 1997) seem to provide many of such reasons, or advantages for using the internet in ELT; some of them can be summarized as follows:

- *Internet access* – everywhere; the Internet is becoming increasingly available to learners;
- *Scope* – “The Indexed Web contains at least 2.31 billion pages”.  
(<http://www.worldwidewebsite.com/>) As a huge virtual library, the internet provides a seemingly endless range of topics to choose from, all in one handy location;
- *A paperless medium* – the Internet is a paperless medium and so it has no size restrictions that are characteristic for a course book;
- *Topicality* – while some of the content is several years old, much of it is updated on the regular basis, so learners can benefit from the information which is not only authentic, but also up-to-date;
- *‘Digital natives’* – young learners are growing up with technology and it is natural part of their lives. For them, the use of technology is a way how to bring the outside world into the classroom;
- *English as an international language* – it is being used in technologically mediated context;
- *Authentic/ELT materials* – the Internet provides new opportunities for authentic tasks and materials, as well as ready-made ELT materials;

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- *Culture* – learners can participate in the culture of the target language and they can see the real language in context, away from the course books;
- *Communication* – the Internet offers opportunities for communication and collaboration between many geographically dispersed learners;
- *Expectations* – learners (and also their parents) increasingly expect the integration of technology into the educational process;
- *Practice* – with its help, learners can practice all four main language skills (reading, listening, speaking and writing).

### **Positive and negative aspects of the use of the Internet in ELT**

Warschauer (in Fox, 1998) writes about positive outcomes of the Internet use in the classroom. Since the Internet is primarily text driven, any electronic discourse that students participate in tends to be lexically and syntactically more complex than the oral one. Students who use the Internet for written communication (e-mails, chats, discussion groups) use a broader range of English to those who tend to focus mainly on spoken English. Trokeloshvilli and Jost (*ibid.*) write about other positive outcomes. These are: an improved level of writing skills, a higher awareness of the world around them and active involvement in communication. Ben-Canaan (2006) adds that the Internet has also growing impact on the lexical, syntactic and phonetic standards of language, and the great importance that many teachers put on the use of the 'correct' language. This technology, for example, has led to the evolution of an abbreviated English language that emerged in chat groups and in what is referred to as the virtual world, e.g. 2day (today), cu(see you), b4 (before), etc.

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Even in everyday communication, terms from the computer technology are given a new application among people (e.g. She's multitasking / She is doing two things at once; E you later / farewell-see you later.) To sum up, the Internet has important implications on current learning and teaching of the English language.

When thinking about using the Internet in the foreign language classroom, teachers should bear in mind not only these reasons (or rather advantages), but also some problems (or obstacles) connected with the use of the internet in ELT and in teaching in general.

First of all, it must be remembered that "the use of the computer does not constitute a method. Rather, it is a medium in which a variety of methods, approaches, and pedagogical philosophies may be implemented" (Garret, in Warschauer, 1996).

The problem that may arise is the lack of training and familiarity with the computers and the Internet on the both sides, i.e. both the learners and the teachers. This may often lead to frustration or even be demotivating (Moras, 2001).

The immense quantity of information may also be considered a disadvantage. It may be difficult for some (mostly older) teachers to choose appropriate and suitable material or page on the Internet. On the other hand, there is a solution for that problem – the evaluation of websites (this issue will be discussed later in this paper).

Teachers should also remember that there is no sense in doing online activities that are equally well done offline (with pen and paper), because of the novelty factor only. Such misuse can be demotivating for the students as well as for the teachers (Dudeny and Hockly, 2007). There is also

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a problem that is not entirely connected with the Internet itself, but with the way the teachers use (misuse or overuse) the Internet and the accessory technologies in general. It seems necessary to stress the recommendation offered by Warschauer (1997): “in order to make effective use of new technologies, teachers must thus take a step back and focus on some basic pedagogical requirements.”

### Using the Internet in ESL/EFL classroom

When implementing the Internet into various teaching activities, any teacher should consider the question of his/her input in the activities that can be found on the Internet. Fox (1998) states three basic components of such input that are of importance even today:

1. *Integration* – it is important that both the students and the teacher see the use of the Internet as an integral part of the learning/teaching process rather than an add-on, or occasional part of the overall English education programme.
2. *Computer competence* - is a must, both teacher and students should possess it.
3. *Active teacher involvement* – teachers do need to offer basic support to help their students, to guide and support them. Thus, there is also a question of the teacher’s role in the digital classroom. Shermila (2011) claims that using the Internet in the classroom not only changes the role of a teacher but also the work of students. Current language learners spend plenty of time in front of the computer and they are to be guided rather than instructed. Moreover, Windeatt, Hardisty and Eastment (in *ibid.*) claim that when students are working on computers, they pay little attention to the teacher. This requires more flexibility from the teacher in managing the lesson

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and allows more time for working with individuals and help the students signalling various difficulties, because a computer itself cannot be of help students here.

A very important question within the issue of the Internet in ELT is the question of how to find and use appropriate websites. As already mentioned, the Internet contains a huge number of information and resources. The ability to search through its content, find appropriate resources in an efficient and quick way is perhaps the most underrated, and yet the most useful skill that both teachers and learners can acquire. Having great search skills means that teacher is able to find useful resources quickly, speeding up lesson planning and facilitating web use in the classroom. Also students are able to quickly accomplish web based tasks (Dudeney and Hockly, 2007).

Dudeney and Hockly (*ibid.* p.29-32) state three basic ways of searching on the Internet. They are:

1. *Search engines.* There is plenty of search engines, and probably the most well-known is Google ([www.google.com](http://www.google.com))
2. *Subject guides.* e.g. Yahoo! ([www.yahoo.com](http://www.yahoo.com)). The description “subject guide” is derived from the fact that it divides its content into subject areas and subdivisions of these areas. Instead of a keyword search, users browse the section which best reflects their interests and then search.
3. *Real language searches.* This kind of search (e.g. [www.ask.com](http://www.ask.com)) allows users to type simple questions as search queries. A search on Ask should give you a results page with the answers to the question on the top and links to relevant sites below it.

Teeler and Grey (2000, p.17-19) add two more

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4. *Gateways*. Gateways provide materials designed specifically for ELT. They are basically websites that contain lists of links to other resources sites, as well as material of their own. The gateways for English language teachers are maintained by people who dedicate their time to finding useful resources on the Internet, then, categorising and updating links so that a teacher does not have to reinvent the wheel every time he/she opens the browser. One of such helpful gateway sites is *Dave Sperling's ESL Café* (<http://www.daveseslcafe.com/>)
5. *Journals and newsletters*. Academic publications are another resource of the online community. (<http://www.tesl-ej.org/wordpress/>; <http://iteslj.org/links/>; <http://iteslj.org/>)

### How to evaluate websites

In the previous section, we discussed the ways possibly applied for searching appropriate websites. After finding a website suitable for teaching purposes, a teacher needs to evaluate the selected website. The evaluation is necessary in terms of lesson-based aims and objectives as well as the website usefulness and appropriateness for the classroom. It is necessary to develop specific criteria for evaluating websites. These criteria may vary depending on the situation, but the application of chosen, useful criteria might also include the assessment of instructional elements such as content accessibility, intelligibility and relevance to objectives as well as functional and design elements such as interactivity, speed, flexibility and user-friendliness (Teeler and Grey, 2000).

Butt (2006, p.92) and Dudeney and Hockly (2007, p.34-35) list standard criteria for judging websites which can serve as a starting point for the evaluation:

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1. **Accuracy** – Who wrote the page? Is this person an expert in the subject matter? (a teacher should check qualifications, experience; look for an ‘about me’ link)

Is this page content factually correct and reliable?  
(Cross-reference with other similar sites  
and encyclopaedias)

2. **Currency** - Is the page content up-to-date? (Check factual information against other reliable sources)

When the page was last updated? (Check for  
the information at the bottom/top of the page)

3. **Content** – Is the site stimulating, interesting, attractive and easy to navigate? (Consider the content from student’s point of view; check the visual structure, colour combinations, the logic of the links, etc.)

4. **Functionality** – Does the site work well? Are there any broken links? (teacher should check all pages and follow all links to all pages he/she intends to use)

Does it use a lot of large files or alternative technologies (e.g. Flash)? (Check how quickly it loads for students; check sound, video and animation work)

It should be noted that as the accuracy and currency criteria are essentially factual, they do not seem to be of importance when a teacher works on a purely linguistic level (planning a class that exploits the language of a page, rather than its content). It means that if linguistic accuracy of the webpage is important for a teacher, he/she will need to add linguistic accuracy criterion to the list (Dudeney and Hockly, 2007). To sum up, it is up to the teacher to choose relevant evaluation criteria in order to choose the most suitable webpage for the purposes and objectives of the

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lesson (Malá and Dvorecký, 2010). Dudeney (2007, p. 162) even provides a Website Review Form that makes an evaluation clear and easy to store for the next use. After that evaluation, the websites may be used at each of the stages of the lesson.



### ***Quiz yourself***

1. When was the Internet used for educational purposes for the first time?
2. What are the reasons for using the Internet in ELT (Name at least 5 reasons)?
3. What are the problems with the use of the Internet in ELT (list at least 3 problems)?
4. What are the ways of searching appropriate ELT websites?
5. What is a gateway?
6. Why is it so important to evaluate websites?
7. What are some basic criteria for website evaluation?



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### 3 Reading and Multimedia

There are many reasons why it is important to get students read English texts. Students want to be able to read the texts in English language for study purposes, for their careers or simply for pleasure. Reading is extremely useful for language acquisition; it has positive effects on students' vocabulary knowledge, on their writing and spelling. In the classroom, teachers can encourage students to focus on vocabulary, punctuation or grammar; teachers can use reading material to demonstrate the ways how sentences, paragraphs and whole texts are constructed. Therefore, students can use such reading materials as a model for their writing. Good reading materials can introduce interesting topics and stimulate discussions (Harmer, 2007a).

Even if this chapter deals with technology and multimedia-aided reading, we cannot forget the fact that it is necessary to develop all the skills (productive-speaking, writing; receptive-reading, listening) and systems (vocabulary, grammar, pronunciation) by integrating them when teaching and learning a foreign (English) language. There are plenty of ways how to develop systems and skills of students' language; technology and multimedia-aided instruction is one of them.

#### **Developing reading skills**

A very important fact connected with developing reading skill is that when reading a text, various reading micro-skills are employed. Brown (2001 p.307) provides a list of micro-skills to be used by learners at reading tasks that help learners of EFL to become efficient readers:

- a. *Discriminate among the distinctive graphemes and orthographic patterns of English.*

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- b. *Retain chunks of language of different lengths in short-term memory.*
- c. *Process writing at an efficient rate of speed to suit the purpose.*
- d. *Recognize a core of words, and interpret word order patterns and their significance.*
- e. *Recognize grammatical word classes (e.g., nouns and verbs), systems (e.g. tense, agreement, and pluralisation), patterns, rules, and elliptical forms.*
- f. *Recognize cohesive devices in written discourse and their role in signalling the relationship between and among clauses.*
- g. *Recognize the rhetorical forms of written discourse and their significance for interpretation.*
- h. *Infer context that is not explicit by using world knowledge.*
- i. *Recognize the communicative function of written text, according to form and purpose.*
- j. *Distinguish between literal and implied meaning.*
- k. *Detect culturally specific references and interpret them in a context of the appropriate cultural schemata.*
- l. *Develop and use a battery of reading strategies such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context and activating schemata for the interpretation of the text.*

When talking about developing reading skills, it is necessary to distinguish between *extensive* and *intensive* reading. To get maximum benefit of the students' reading, they must be involved in both of them (Harmer, 2007b). *Extensive reading* is usually done in everyday life (i.e. not in the classroom). It is fluent reading; we do it for pleasure, entertainment and general understanding. When reading extensively, we do not pay such careful attention to the

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details as we usually read longer texts. Students can read anything, e.g. novels, newspapers, web pages, magazines, e-books, emails etc. (Scrivener, 2005; Harmer, 2007a). It is very important to encourage students to read for pleasure and general language improvement. *Extensive reading* enables students to develop specific receptive skills such as reading for *gist* (or general understanding/called *skimming*), reading for *specific information* (often called *scanning*), reading for detailed comprehension, as well as reading for inference (what is 'behind' the words) and attitude (Harmer, 2007b).

*Intensive reading* is a kind of reading that is usually done in classrooms and it involves work with course-books, exercises and texts. In this kind of reading, texts are read carefully with the intention to understand as much detail as possible (Scrivener, 2005). The choice of text genres and topics is up to the teacher. The choice can be influenced by the specific purposes that students are studying for (business, nursing, finance, etc.) This kind of reading is commonly accompanied by various study activities (Harmer, 2007a). In general, the procedure of developing learners' reading skills consists of three stages in which various activities can be used: 1. *Pre-reading*; 2. *While-reading*; 3. *Post-reading*. Multimedia can be used in all of these stages. Multimedia-supported activities not only help develop reading skills, but also all other skills and language systems.

### **Multimedia-supported pre-reading stage**

This stage is crucial especially at lower levels of language proficiency. *"Its main purpose is to catch learners' attention, increase their motivation, and get them know the purpose of reading."* (Pokrivčáková, 2012, p. 101). The author provides an overview of the tasks the learners can be asked to do

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during the pre-reading stage. Table 1 discusses the use of the multimedia and technology in these tasks:

Table 1 Pre-reading tasks

Pre-reading tasks	Pre-reading tasks with the use of multimedia and technology
figure out the purpose for reading activate their background knowledge of the topic	With the use of a video, presentation with recordings, pictures, clips, etc.
review vocabulary and grammatical structures	With the use of various online dictionaries, visual thesauri and different programs for visualization of vocabulary e.g. <a href="http://www.visuwords.com/">http://www.visuwords.com/</a> ; <a href="http://www.visualthesaurus.com/">http://www.visualthesaurus.com/</a> ; <a href="http://www.wordle.net/">http://www.wordle.net/</a> ; <a href="http://www.vocabulary.com/dictionary/">http://www.vocabulary.com/dictionary/</a> <sup>4</sup> With the use of various interactive activities focused on grammar, e.g. <a href="https://learnenglish.britishcouncil.org/en/grammar-exercises">https://learnenglish.britishcouncil.org/en/grammar-exercises</a> ; <a href="http://a4esl.org/">http://a4esl.org/</a> ; etc
create semantic webs of keywords	With the use of various mind map creators; e.g. <a href="https://bubbl.us/">https://bubbl.us/</a> ; <a href="https://www.text2mindmap.com/">https://www.text2mindmap.com/</a>
use the titles, subtitles and pictures to predict or anticipate content	With the use of the texts in electronic form

<sup>4</sup> For more ideas, see Chapter *Multimedia and Vocabulary*

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identify appropriate reading strategies <sup>5</sup>	
predict a discourse structure and a writing style	
read over the comprehension questions to focus attention on the parts of the text that are relevant to the identified purpose and ignore the rest	
find and summarize information about the author's background to anticipate his/her writing style and usual topics	With the use of searching engines, e.g. <a href="http://www.wikipedia.org">www.wikipedia.org</a> ; <a href="http://www.google.com">www.google.com</a> ; <a href="http://www.bing.com">www.bing.com</a> ; <a href="http://www.youtube.com">www.youtube.com</a> , etc.

### Multimedia-supported while-reading stage

During the while-reading stage, *“learners read the text to find new information, understand the message and the structure of the text, verify predictions, decide what is and what is not important to understand, etc. Learners should be allowed to reread the text if they ask to do so. The while-reading stage may be divided into several levels of*

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<sup>5</sup> Reading strategies include: reading to identify a specific aspect of the message, such as its form, genre and linguistic qualities; reading for orientation; reading to comprehend a main idea; reading to comprehend details of a written text; reading for latter reproduction; skimming and scanning; guessing from the context. (Pokrivčáková, 2012, pp. 99-100)

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*reading with the focus on various reading strategies...*" (Pokrivčáková, 2012, p. 102) Here, the author offers some selected teaching techniques to develop reading strategies in the foreign language. These techniques include the activities which are offered in Table 2. It is up to the teacher's creativity how he/she uses multimedia in these activities.

Table 2 While-reading activities

<b>Controlled reading activities</b>	Reading with visuals (reading to draw or complete a picture, reading to match a picture with description, etc.); reading for the gist; reading for the specific information; completing cloze exercises (reading to colour a picture, reading to fill in graphs, etc.); reading for instruction; reading to reorder a jumbled dialogue/text); distinguishing between formal and informal register; recognizing context.
<b>Guided reading activities</b>	Reading for (protagonists') opinions; reading to take notes; inferring relationship mentioned in the text; guessing from context; paraphrasing the main idea; retelling the story; summarizing the main idea or supporting ideas, etc.
<b>Free reading activities</b>	Reading to express personal opinion; finishing the story; creating alternative ends.

### Multimedia-supported post-reading stage

The post-reading stage helps both teacher and learners to check and evaluate development of reading skills. *"A good post-reading activity should reflect the real-life uses of reading strategies."* (Pokrivčáková, 2012, p. 103) The author also provides examples of post-reading activities (usually focused on speaking and writing) and points out that these activities

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often integrate reading with other communicative skills. Below we have chosen the activities that can be done with the use of multimedia and technology.

Table 3 Post-reading activities

Post-reading tasks	Post-reading tasks with the use of multimedia and technology
After-reading listing	With the use of various text editors and mind map creators (e.g. <a href="https://bubbl.us/">https://bubbl.us/</a> ; <a href="https://www.text2mindmap.com/">https://www.text2mindmap.com/</a> );
After-reading creating mind-maps	
After-reading taking notes	
Writing a summary of the text	With the use of blogs or Facebook group; i.e. students (and also teachers) can contribute to a class blogs; they can vote for the best summary, ending, etc.
Writing a follow-up of the story	
Rewriting the story	With the use of text editors, ppt presentation; i.e. students can create presentation full of pictures, music, clips, etc.
Finishing the story	
Reading to create a cover of the book/an advertisement to newspapers	With the use of search engines, students can search for the pictures, and with the use of text editors or publishers they can create colourful covers of a book, advertisements, articles, etc. according to the text they have just read.

### Authentic vs adapted reading materials

When reading either extensively or intensively, there is a question of authenticity of the reading material that must be taken into consideration. In Harmer's opinion "*(...)authentic material is a language where no concessions are made to foreign speakers. It is normal, natural language used by native or competent speakers of a language* " (Harmer,

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2007b, p.273) Thus, carelessly chosen reading material can be highly demotivating for the students since they may not understand it. Therefore, teachers should let their students read the texts they are able to understand. It means roughly-tuned language and specially designed texts found in the materials written for beginners. On the other hand, Carter et al. (in *ibid.*) add that such specifically designed materials should be ‘modelled on naturalistic samples’.

However, authentic materials can be used with the students at low levels but it is necessary to use them with well-designed tasks in order to help students understand such texts. Brown (2001) advises to balance authenticity with readability in choosing the texts. He presents three criteria for choosing reading texts, offered by Nutall (1996, in Brown, 2001): 1. *suitability* of the content – teachers should choose the material that is appropriate for the goals (i.e. the material that students find enjoyable, interesting and challenging). 2. *Exploitability* – what should be chosen is a text that is to facilitate the achievement of certain language and content goals; (i.e. that is not only exploitable for instructional techniques and tasks but also integratable with other skills). 3. *Readability* – here a text with structural and lexical difficulty that is to challenge learners without overwhelming them is to be chosen).

Later on, when the level of students’ proficiency grows up, the teacher can choose more authentic texts (Harmer, 2007b). There are also lists of criteria of how to select suitable and appropriate authentic reading materials for different levels of language proficiency (for further information see Pokrivčáková, 2012, p. 103).

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### Potentials of multimedia in reading activities

The teacher can use multimedia in any stage of reading procedures. The use of technology and multimedia materials for reading purposes not only engages and motivates students, but also offers a variety of flexible supports through which students can develop all their language skills and systems, including text-to speech, voice recognition, study tools (such as highlighters and annotation capabilities), animation, music, sound effects, embedded dictionaries, linked videos to boost background knowledge and vocabulary, and so on. (*Using multimedia to support reading instruction; Learning to Read with Multimedia Materials*, online). Han (2010) provides four most important advantages of multimedia-aided reading instruction that are connected with both, *extensive* and *intensive reading*. They can be summarized as follows:

1. *Arousing students' reading interest and enhancing their motivation.* - As has already been stated (see Chapter *Internet for English Language Teachers*), nowadays, students are 'digital natives'; in other words, they are growing up with technology and technology is part of their everyday life. Using technology in the classroom is a way how to bring their outside world into the classroom, which is an extremely motivating factor. Furthermore, "*Multimedia assists the teacher to integrate the pictures, music and video into the courseware and make the content more colorful. In the multimedia-aided reading classroom, the teacher transforms the static text into dynamic one.*" (Han, 2010, p.321)
2. *Effecting learner's autonomy* - Students usually consider the teachers to function as the main source of their knowledge, although they need to develop their autonomy and independence in learning.

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Multimedia provide self-study environment, through which passive students, while relying on their teachers, can change into active ones, realizing their mistakes (*ibid.*) Constantinescu (2007) adds that glossaries that are embedded in multimedia texts also help develop learners' autonomy.

3. *Promoting an advanced interactive model of reading* - Teacher-student and student-student interaction have been recognized as the two integral parts of language classroom teaching. However, in modern (educational) society, student-computer interaction is often a must; besides, interaction is one of the basic elements of multimedia (Han, 2010).
4. *Increasing students' awareness in culture differences and promoting transcultural communication* - The reading materials are usually about people and things in English-speaking countries, including background knowledge of history, culture, customs, politics, etc. When such reading materials are accompanied with multimedia-aided tasks connected with the topic, it may extremely help students acquire the cultural background. It is generally agreed that visual aids, such as videos or tapes, are of help in one's culture acquisition. Students can not only read about the culture, but also see and hear its various aspects at the same time (*ibid.*).



### ***Quiz yourself***

1. Name at least 5 reasons why to read English texts.
2. What is extensive reading?

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3. What is intensive listening?
4. What is scanning?
5. What is skimming?
6. What is the advised procedure for developing learners' reading skills?
7. How can you use multimedia in pre-reading ?
8. How do we divide activities that develop reading strategies?
9. How can you use multimedia in post-reading?
10. What are the criteria of choosing suitable text for reading?
11. Name at least 4 advantages of using multimedia and technology to teach reading.
12. What is your favourite webpage for reading materials?



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### 4 Writing and Multimedia

*“Everyone has the capacity to write, writing can be taught, and teachers can help students become better writers” (NCTE, 2014).*

Writing is a skill which is often neglected by teachers and not enjoyed by learners. These two approaches are closely interconnected. Teachers claim that writing takes a lot of time, thus they tend to leave writing just for homework. The fact is that they often do not feel confident in this skill themselves, and, consequently, are not eager to teach what they do not know; moreover, what is difficult to test and mark. On the other hand, the uninspired learners often consider writing a boring and difficult activity, not bringing about the desirable result – fast and easy communication.

Why is it necessary to teach and learn writing? Why is it not enough to teach speaking and assume that writing will naturally follow? According to Raimes (1983), “... writing is not simply speech written down on the paper. [...] The two processes, speaking and writing, are not identical.” (p. 4).

Some authors, e.g. Raimes (ibid.), describe the differences between speaking and writing to explain the necessity of special methodology for teaching/learning writing skill. These can be organized in a simple table (Table 1).

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Table 1 Differences between speaking and writing

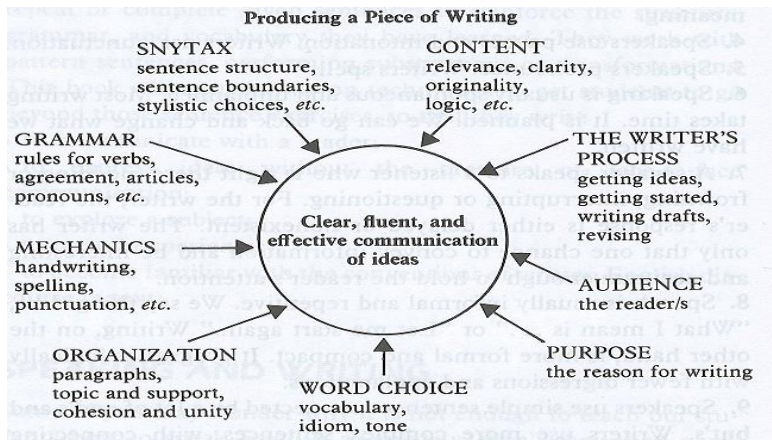
<b>Speaking</b>	<b>Writing</b>
<i>Everyone can speak.</i>	<i>Not everyone can write.</i>
<i>Speaking may be supported by voice, body...</i>	<i>Writing expresses meaning just by words.</i>
<i>Speaking uses pauses and intonation.</i>	<i>Writing uses punctuation.</i>
<i>Most of speaking is spontaneous, and you cannot go back and change it.</i>	<i>Most of writing is planned, and you can go back and change it.</i>
<i>The feedback is immediate.</i>	<i>The feedback is delayed.</i>
<i>Mispronunciation, deviant grammar, contracted forms, tag and echo questions, "chunks" of language are used.</i>	<i>Clarity, unambiguousness, correctness, well-formedness are typical.</i>
<i>Simple sentences, hesitation marks, nonsense words, interjections help communication.</i>	<i>Complex sentences, formal linking and transition words are characteristic.</i>

If you study these differences more closely, you will clearly see that writing is more complicated than speaking; therefore, it may be more difficult to teach/learn it not only in the mother tongue, but especially in a foreign language.

Raimes (*ibid.*) describes the complicity of writing process in the following diagram (Picture 1). As it can be clearly seen from the diagram, writing is an integrated skill, and, thus, its teaching/learning covers several aspects.

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Picture 1 Producing a piece of writing



Source: Raimes 1983, p. 6

## Grammar and Syntax

There exist numerous classifications of grammar divisions, however in all of them syntax is one of grammar divisions. Therefore, we join these two aspects in one under a common heading – Grammar. What makes grammar in writing specific can be clearly seen in the Table 1. As correctness and well-formedness are characteristic for writing, more attention should be devoted to using correct grammar in written language than in its spoken form, and, consequently, in its teaching/learning. The relationship between this topic and using supportive multimedia is discussed in a special chapter.

## Content

The content of a written piece of language is strongly connected with the specifics of the writer's cognition. Logic, clarity, and relevance of thinking should be developed in learners. This difficult process can be supported by writing

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(see more in Surd-Búchele, 2011). There are several ways to use e-support in this aspect. One of them is using online tools for designing mind maps. The advantage of computer-created mind maps is that you can easily design and redesign them; they are colourful, downloadable, printable, and shareable. Examples of web based mind mapping tools can be found here: <[www.mindmup.com](http://www.mindmup.com)>, or <https://bubbl.us>>.

### The writer's process

Getting ideas, getting started, writing drafts, and revising are processes described by Harmer (2004) as four main elements of writing: planning, drafting, editing (reflecting and revising), and the final version. This author claims (*ibid.*, p. 6.): “The writing process [...] operates whether people are writing e-mails, texting their friends, writing shopping lists, providing compositions for their English teachers, or putting together their doctoral thesis. How much attention we give to the different stages of the process (and to recursion to the process) will largely depend [...] on what kind of writing we are doing, what medium we are using, what the content and length of our piece is, and who we are doing it for. [...] Nevertheless, however casually we approach the process, we still try and plan what to write, check what we have written, and revise before sending it off.”

This aspect of writing is the most important one. As it can be clearly seen from these Harmer's ideas, it can be supported by using modern technologies – writing e-mails is considered by students nowadays the only type of writing they will ever need. Thus, the motivation to learn it is higher than in writing traditional letters, which they do not write at all in their real lives.

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### Audience

Except for some writers who write not for their readers but for themselves, most of the writing is written for the audience – the readers. The Internet is a medium by which a large audience can be reached. Publishing learners' pieces of writing in on-line journals, blogs or posts may be motivating for them. This aspect of writing definitely benefits from the Internet support. However, not only the size of audience is important. The ease of reading a typed text cannot be compared to reading handwriting of some learners. Most university students nowadays prefer computer typing to handwriting, and vice versa, their teachers prefer reading these texts to reading handwritten essays or projects.

### Purpose

The reason for writing is closely connected with motivation. Most of writing nowadays is done via the Internet and the motivation “to learn what can be used in my future life” is for any learner very strong. The Internet can be used in many ways – not only for writing emails. We can use the boxes for FAQs at some webpages to practise written enquiries, online questionnaires or forms to fill in, posts and comments in journals, etc. In all of these types of writing the purpose is practical and clear.

### Word choice

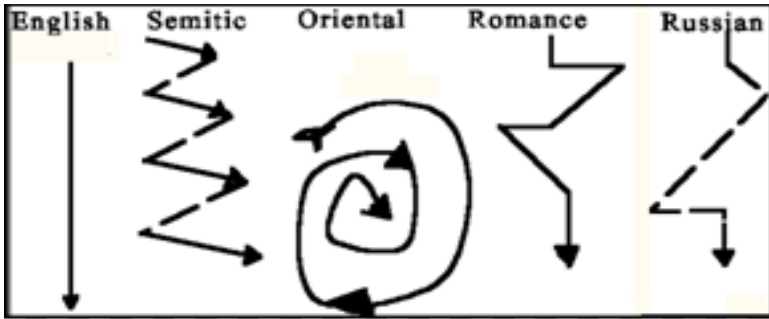
As vocabulary is discussed in a special chapter, here just a possibility to check collocations, word combinations, idioms, and appropriateness of a certain expression by simple Googling is reminded. By using Google, learners find out not only meanings of words in online dictionaries, but also words in their contexts, their frequency, or their appearance in real online texts.

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### Organisation

To write in paragraphs is not easy for the learners of non-English speaking cultures. As stated above, writing is closely connected with thinking. The Kaplan's diagram (Picture 2) shows the differences among particular cultures.

Picture 2 Cultural patterns in writing



Source: Kaplan 1966, p. 1

The Internet is a great source of information on writing generally, and writing paragraphs particularly. Not only free lessons on paragraph writing can be found on the Internet, but also videos on Youtube may teach the learners how to do it, and, what is more, there can be found a paragraph generator on <[www.paragraphpunch.com](http://www.paragraphpunch.com)>, which leads the learner through the whole process of paragraph writing from choosing a topic, through writing a topic sentence, body of a paragraph – up to the conclusion. The instructions are clear and easy, and help the learners to understand the process and logic in paragraph writing.

### Mechanics

Raimes (1983) includes spelling and punctuation together with handwriting into the same aspect – mechanics of writing. Other authors, e.g. Hult and Hickin (1999),

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consider mechanics (Chapter 11 in their *New Century Handbook*) as consisting of these issues: writing capital letters, italics, abbreviations, numbers, and the hyphen, but they do not mention handwriting at all. Evidently, nowadays a new skill appears to be more important than handwriting – and that is typing and editing writing by the use of computers. Hult and Hickin (*ibid.*) claim (p. 4):

*Most of the writing done today is produced on computers. Educators realize the importance of computers as writing tools. If you visited a kindergarten or first-grade classroom, you would be likely to see computers as part of the educational landscape. In addition to learning to read and handwrite, elementary school students are learning to keyboard and to use computers for writing. Similarly, many college writing classes are held in computer labs.*

These authors devote the whole book to this skill. Despite the fact that it is designed for native speakers, it can be used in TEFL classes as well. It is accompanied by the webpage <<http://www.abacon.com/hult/home.html>>, and can be used as a source for essay writing and academic writing in TEFL.

We would change the aspect Mechanics as discussed by Raines (*ibid.*), moving spelling and punctuation into the section Grammar, and adding handwriting, typing, using word processing programs and the Internet into it. This section is of a high importance, since we agree with NCTE (2014) that “Conventions of finished and edited texts are important to readers and therefore to writers” (n.p.).

All of the above mentioned aspects are influenced by multimedia and technologies, however, to make effective use of them, it is important to remember two basic writing principles:



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1. writing is a skill and can be developed just by practising it;
2. teaching writing should be oriented towards the process, not the product.



### ***Quiz yourself***

1. What are the basic differences between writing and speaking?
2. What are the basic aspects of writing?
3. How are the basic aspects of writing connected with using modern technologies?
4. Which changes have appeared recently within the aspect “Mechanics”?
5. How can cultural patterns influence student’s writing?
6. What are the basic principles in teaching writing?

### 5 Listening and Multimedia

In the context of teaching English as a foreign language, listening is one of the skills that form the basis of one's communicative competence. It means that besides producing a foreign language, a person also needs to perceive and cognitively decode the aural input in order to be successful in the oral communication process. The traditional textbook-related materials for practising listening present the target language in a didactically modified manner, lacking real context and authenticity of natural speech.

However, modern EFL teachers do not have to rely on such rigid listening materials only, since nowadays in the age of microprocessors and high-speed Internet, they can choose also from a plethora of other offline or online sources, including video clips, reports, TV and radio shows, movies, documentaries, songs, speeches, podcasts, audio books, video games and other specialised software, etc. Moreover, as multimedia allows multi modal processing, they are far more objective in simulating the complexity of real life listening in spoken interaction than the traditional audio recordings.

#### **What is meant by listening?**

In real life face-to-face communication, listening denotes highly complex interpretative processes which in interaction determine what meanings are generated as the outcome of conversation, while in the TEFL environment, listening entails a complex activity that is a pillar of target language acquisition, and a skill that is a fundamental part of foreign language communicative competence (Meskill, 1996). Dunkel (1986) writes that in both cases, perception, interpretation, and response creation are affected by a whole myriad of variables, and therefore it is difficult to capture the nature of listening in a single theoretical construct. According to Meskill (1996), however, all of the theoretical models of

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listening are based on the assumption that it can't be simplified to a receptive act, since simultaneous engagement of multiple physiological and cognitive functions is involved here.

### **Real-life listening vs. EFL classroom listening**

In contrast with daily face-to-face conversation outside the language class where listening is a process requiring activity from the participants and interaction of both listening and speaking, an EFL learner acts often more like a passive receiver or even over-receiver of aural input, so there is an imbalance in action and interaction (Gough, 1993). The view of everyday life listening as an active and interactive process implies a possibility for the listener to give feedback, but in EFL classroom conditions the feedback possibilities are limited. Meskill (1996) explains further that success of this interpretive activity is usually measured by learners' correct answers to a series of WH- questions, which is usually not a natural way of giving feedback.

As far as other differences are considered, Gough (1993) describes real world listening as having specific purpose on the side of listener, unpredictable context shared among communicators, no strictly defined and evaluated task, no kept record, and as being unique, since only one hearing is available, whereas classroom listening as having specific purpose determined by a teacher provided/evaluated task, predictable made up context, transcript, and as being repeatable, since multiple hearings are available.

The last noteworthy distinction is related to modes of perception. Meskill (1996) mentions that in a natural conversation, meaning is deduced as a result of interaction of various elements (including e.g. the etcetera principle, one's subjective experiences, combined retrospective and prospective meanings, visual cues such as facial

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expressions, eye shape, gestures, etc.); thus, real world communicative situations enable mixed ways of information delivery, and a listener can employ various receptive channels at a time to infer the meaning. On the other hand, an EFL learner exposed to a traditional audio recording (which enables only the sound print) is limited in reception, as he/she has to rely on just one perceptual modality, as Gough (1993) notes.

### Listening in the context of EFL instruction

Although a lot of listening work in the TEFL reality seems to involve “passive” listening, Rost (1993) proposes a change in the view of this skill. Language learners should not be relegated to the role of “passive absorbers” of the aural code, and listening, as in real life, needs to be treated here as an active and interactive process (ibid.). A successful participation in such process is dependent on adequate level of one’s listening competence in a foreign language. Richards (1985) describes listening competency as being composed of a set of sub-skills which listeners use to decode the audibly transmitted message. This author recognises the following “microskills” employed in the listening process:

- a) *Short-term memory information retention.* An effective listener is able to “keep” new information in short-term memory, recall it, and link it with the already interiorised knowledge.
- b) *Recognition of the target language sounds.* It is a listener’s ability to distinguish the sounds, phonetic groupings, and word boundaries in the foreign language.
- c) *Recognition of stress / rhythm / intonation patterns and how they affect overall meaning and intention of an utterance.* This skill stands for a listener’s ability

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- to recognise suprasegmentals and their contribution to information and intent.
- d) *Understanding of reduced speech.* In casual connected speech, sounds are modified by such processes as omission or assimilation, leading to numerous reductions in the spoken form of a language. An effective listener is therefore able to decode these contracted linguistic forms.
  - e) *Recognition of core lexis and word / sentence structures.* This is a listener's ability to identify central vocabulary and the rules and patterns of structures used to communicate.
  - f) *Understanding of communicative functions of utterances in accordance with context.* It represents a listener's ability to determine the meaning and original intention of an utterance according to defined context.
  - g) *Processing of different speech errors, styles, and rates.* An effective listener is able to break the code of aural input presented in a broad range of voices, rates, and styles.
  - h) *Recognition of the possibility to express meanings using different grammatical forms.* An effective listener is also able to recognise that meaning and intent can be expressed in a wide variety of ways, using different words, phrases, or sentences with the same or similar meaning.
  - i) *Deduction and prediction of meaning using personal knowledge of the world.* Inferred meanings also depend on a listener's personal knowledge, experiences, and strategies.

### **Listening in the context of multimedia-supported EFL instruction**

For recent pedagogical instruction of listening, multimedia materials surely present a significant resource of input. One of the reasons why EFL teachers shouldn't avoid them in listening activities lies in their ability to suppress some of the unnatural elements of traditional ear training. Shapran et al. (2011) and Meskill (1996) agree that multimedia, similarly to real life communication and opposing to old-fashioned listening practice, allows multisensory processing of new information, so learners can pick up knowledge via different modes of perception.

For example, it seems that subtitled videos (media composed of visual, audial, and textual elements) employed in listening enrich comprehension (Neuman et al., 1990), enhance recall of information (Svensson and Borgarskola, 1985), and stimulate more learner output (Garza, 1991). Shapran et al. (2011) conclude that multimedia-supported listening makes it possible for learners to combine sounds and images in a way similar to the one they would use in a communicative situation outside the EFL class.

Multimedia, at least those designed without educational purpose, allows also different modes of giving feedback. As opposed to listening training supported by didactic auditory materials in which there is little to no space for speculations about the meaning, since it is clearly determined by the task; in a listening activity based on authentic multimedia resources, learners can actively and mutually negotiate the meaning, activating thus “[...] the cognitive and sociocognitive processes necessary for language acquisition to occur” (Meskill, 1996, p. 181).

Authentic multimedia resources represent also a huge improvement in the field of simulating real life events.

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Didactically constructed aural input is set into a made up setting that often lacks a connection to everyday reality of language learners, but on the other hand through carefully selected authentic multimedia, the target language might be presented in contexts that seem more familiar to them.

Another important topic connected with teaching listening through multimedia is the choice of teaching materials. Wong (1987) suggests using authentic speech wherever it is possible, but of course, language educators cannot rely on just non-didactic media, as it would require an enormous amount of preparation work on their side to design such listening lessons.

However, authentic multimedia resources (both web and non-web) should have a firm position in the EFL classroom listening, because they are excellent for noticing highlighted language items in their natural form. The teacher, however, has to carefully evaluate the multimedia material prior to the instruction process and make sure that learners always know what to pay attention to during its course, since only via focused listening, i.e. “noticing”, a conscious intake and a consistent use of a particular linguistic element is possible (Wong, 1987; Brawn, 2010). The above mentioned evaluation process (that should precede the classroom listening itself) then requires a qualitatively-oriented approach to the selected multimedia content. The following framework for evaluating the appropriateness of multimedia sources for listening practice is adopted from Chapelle (2001) and enriched with our model “help” questions.

a) *Language learning potential through “noticing”.*

To what extent can be the multimedia resource treated as an opportunity for focused listening activity rather than a chance for learners to be simply exposed to the target language?

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- b) *Learner fit.* To what extent does the multimedia listening material respect linguistic characteristics (e.g. proficiency) and extra-linguistic characteristics (e.g. age, motivation) of individuals in a language class?
- c) *Authenticity.* To what degree does the multimedia listening material correspond to what learners are likely to be exposed in the real world? \* Does the discourse in the multimedia source aimed at ear training go beyond the sentence level and contain sentences that are connected to create a whole? \* Does the selected listening material include discourse among a wide range of speakers? (\* questions inspired by Wong's (1987) suggestions about EFL listening).
- d) *Impact.* What opportunities does the chosen multimedia resource present in terms of increasing learners' motivation, interest, willingness, and engagement?

### Potential of multimedia in listening activities

Multimedia-supported listening activities, if properly executed, evolve the concept of traditional EFL classroom ear practice and bring a number of potential benefits for development of one's listening (and overall) competence in the target language. Positive implications of such perception training are summarized below (and shown in the appendix section, sample activity – *The mystery begins ...*). In our summary, items *i* – *ix* deal with the potential of multimedia in the development of Richards' (1985) listening "microskills", and the rest is based on Meskill's (1996) conclusions and previously mentioned knowledge. Meskill's comments are marked by the index <sup>(1)</sup> throughout the following list.

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- i. *Assistance in linking new information to old.*  
Contemporary audiovisual listening sources can assist in the process of remembering and recall of information, since they enable at least some control over the rate of language input on the side of students (they can play, pause, or move back to review chunks of speech for better understanding). <sup>(1)</sup>
- ii. *Assistance in discrimination of phonetic groupings and boundaries.* Addition of verbatim into aural input (audio books with transcripts) or audiovisuals (subtitled videos) facilitates distinguishing individual sounds, consonant clusters, or word boundaries, and allows learners to study sound-letter correspondences. <sup>(1)</sup>
- iii. *Assistance in recognition of suprasegmentals and how they influence information and intent.* A video clip can carry information that can be helpful in noticing suprasegmental features (stress, rhythm, and intonation) and study of communicative functions of prosody. <sup>(1)</sup>
- iv. *Assistance in understanding of contracted forms.*  
The synchronized deliverance of aural text and its written version makes it possible for learners to access both forms at the same time, so a learner can hear a reduced language item and read its non-contracted form simultaneously. <sup>(1)</sup>
- v. *Assistance in problem-solving at word and sentence level.*  
Multimedia resources contain visual and contextual clues which can assist learners in decoding central vocabulary and sentence structures of the audibly transmitted message. <sup>(1)</sup>
- vi. *Assistance in comprehension of communicative implications of utterances according to context.*  
A multimedia format like video allows learners to study the foreign language communication in a richly

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developed visual environment; therefore listeners can come to understand the tight relation between utterances and their functions within a visual context.

(1)

- vii. *Assistance in processing of different speech errors, styles, and rates.* There exist numerous multimedia materials expressing different rates or styles of audio; e.g., sitcoms usually use slow and deliberate speech to help the listener in comprehension of the joke, while in talk shows, interlocutors tend to use fast-paced speech that is difficult for a non-native listener to process. (1)
- viii. *Assistance in recognition of redundancy.* In videos, it is quite common that speakers repeat already mentioned information in different ways, using different phrases and sentences with similar meaning; thus, via multimedia-supported focused listening, learners can be guided in recognition of redundancy. (1)
- ix. *Assistance in deduction and prediction of meaning using personal knowledge of the world.* A multimedia format can cue and guide listeners in inferring meaning, making predictions, and calling up knowledge prior to the topic. (1)
- x. *Allowance of multi modal processing.* Coordinated use of text, audio, and video enabled by multimedia materials allows listeners to pick up new information via multiple perceptual modalities at once.
- xi. *Visuals as “hooks” upon which to hang meaning.* The visual element in multimedia helps listeners to make sense of the aural text. (1)
- xii. *Motivational aspect of video as an advantage.* Video-supported aural stream, compared to simple aural input, provides a better “hook” for catching listeners’ interest and attention.

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- xiii. *Enrichment of target language acquisition.* Multimedia makes aural input “more direct and salient for the language acquisition process” (Meskill, 1996, p. 197).



### ***Quiz yourself***

1. What does the concept of EFL classroom listening entail?
2. Are there any significant differences between real life listening and classroom ear training?
3. Which microskills are used by effective listeners to make sense of the aural input?
4. In what ways do multimedia formats suppress unnatural elements of traditional listening activities?
5. What are the criteria for evaluating the appropriateness of multimedia sources for listening practice?
6. How can combined-media materials contribute to EFL classroom listening?

### 6 Speaking and Multimedia

In recent decades teaching English as a Second Language (ESL) has become an important component in Slovak education. The English language is used throughout the world for many different reasons: in education, for technology, while travelling, throughout politics, for medicine etc. In all of these instances speaking English is vital and learners of the language need to master this skill in order to be efficient communicators.

Slovak teachers need different practical options for the teaching of speaking skills. Practical in this instance means to teach speaking skills using the most efficient and effective methods of providing fine examples of the English language. In this way the teacher can create an educational environment in which learners of English are immersed in the target language. In other words learners are exposed to the world of the native speaker by being connected through authentic materials and experiences.

During instruction, teachers often find it useful to incorporate multimedia and the Internet into speaking lessons for Slovak learners so that real life experiences with English are provided. Modern technologies and the Internet have advantageous features that support teachers as well as learners in the acquisition of a second language but these resources may lack elements of which both teachers and learners should be aware. In this chapter the use of multimedia and the Internet as resources to improve speaking skills within ESL classrooms will be discussed. Software applications beneficial for the teaching of speaking lessons and how these may be utilized to create practical and realistic speaking opportunities while providing variety and interest for learners will be explored. When using multimedia and the Internet, negative factors also exist so it is important

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to be aware of these so that the lesson may be conducted successfully.

Speaking and writing are known as productive skills. Learners need both of these to produce language. Based on the ideas of Harmer (2001) the teaching of either productive skill is closely linked to the receptive skills of listening and reading. Productive and receptive skills rely on and influence each other. When a learner of a foreign language wants to express his/her ideas, emotions or attitudes via spoken utterance or a written form, the result that he/she produces "is fed back to the acquisition process", (Harmer 2001, p. 250). Here is the relationship between the input and output of learning. Zhang understands input "in language learning as the language data which the learner is exposed to". This is exposure to listening and reading. Also according to him the "output is the language a learner produces", (Zhang 2009, p. 91).

When teaching speaking skills, consideration of receptive skills is of import. Receptive skills in the form of listening and reading are the necessary input steps required for the continued production of either spoken or written language. Teachers may use multimedia and the Internet as resources for listening or reading in order to further develop the speaking skills of their learners.

For example some of the many videos available on the web include British Council, ESL Videos and YouTube:

[www.eslvideo.com/esl\\_video\\_quiz\\_intermediate\\_start.php](http://www.eslvideo.com/esl_video_quiz_intermediate_start.php);

[learnenglish.britishcouncil.org/en/uk-culture](http://learnenglish.britishcouncil.org/en/uk-culture);

[www.youtube.com/watch?v=dk9Yt1PqQiw&list=PLGn4izJmo98xzOGitZfunLPmqQBO6-4dP](http://www.youtube.com/watch?v=dk9Yt1PqQiw&list=PLGn4izJmo98xzOGitZfunLPmqQBO6-4dP).

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These websites describe different topics including animals, cultures, hobbies, environment and lifestyle. Some supply quiz questions that learners may answer. This provides opportunity for discussion further developing speaking skills. In some cases teachers may decide to prepare questions in advance for this purpose.

Another good example is the use of web pages such as: BBC, CNN, CBC, PBS:

<[www.bbc.com/news/](http://www.bbc.com/news/)>;

<[www.cnn.com/video/?hpt=sitenav](http://www.cnn.com/video/?hpt=sitenav)>;

<[www.cbc.ca/radio/](http://www.cbc.ca/radio/)>;

<[www.pbs.org/](http://www.pbs.org/)>.

Learners can listen to contemporary events then either discuss, role play or simulate characters they see in order to support the improvement of their spoken expression.

According to Ur among all of the language skills, speaking is the most important as many foreign language learners are mainly interested in learning to speak fluently and in an appropriate manner. In order to do so, classroom activities need to support the development of "the learners' ability to express themselves through speech", (Ur, 1996, p. 120).

The most useful activities that foster the need to emphasize speaking are as follows according to Ur (1993):

<b>topic-based activities</b>
With this kind of task learners relate to a topic which allows them to use their own experience and knowledge. To stimulate the discussion a question or statement could be suggested.
<b>task-based activities</b>
These are usually goal-oriented activities. Learners, a group or pair, work toward an objective that is reachable through observation and the joint interaction of the participants.

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<p><b>discussion activities</b> → <b>describing pictures</b> This is an activity usually for a beginner class and can be done several times.</p>
<p>→ <b>picture differences</b> This activity is based on the asking of questions in order to elicit answers. It is important to seek out the necessary vocabulary in advance.</p>
<p>→ <b>solving a problem</b> Mostly for advanced learners this activity requires considerable participation and motivation. Participants become personally involved as they may identify with the characters involved in the problem. At the feedback stage when results are presented learners will have further discussion.</p>
<p><b>tasks of interaction (long turns)</b> According to Ur (1996, p. 129) "The ability to speak at length is one which adult, more advanced or academic students will need and therefore requires cultivating; for other types of classes it may be less important." The sort of activities involved would be narrating stories, telling jokes, describing a person or place in detail, recounting the plot of a film, play or book, giving a short lecture or talk or arguing a case for or against a proposal.</p>
<p><b>role plays</b> Learners are given a situation, problem or task and they play individual roles. The characters may be written on cards. This activity is generally dramatized in pairs. Ur (<i>ibid.</i>) considers role play to be an opportunity for learners to improvise using real-time speech and language in a realistic situation.</p>
<p><b>dialogues</b> A more traditional way to learn a language involves learners being taught a brief dialogue which they learn by heart. They perform it in front of the class or within a group. These dialogues can be performed in different ways according to the situations.</p>
<p><b>simulations</b> During simulations learners as individuals speak and react as themselves, but the situation or task is imaginary. This activity is most commonly used in small groups (<i>ibid.</i>).</p>

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All the above mentioned activities support the speaking skills of learners and give them opportunities to practice their oral output. Discussion activities benefit learners especially during interactions with each other. According to Pokrivčáková (2013) three different types of discussion exist. Each one focuses on a different aspect. In small-group discussions learners speak freely and after a certain time are required to present their outcomes to the rest of the class. In large-group discussion a chairman/mediator is required (teacher or learner) to lead the speaking on any issue connected to the chosen topic. Pokrivčáková (ibid.) also includes debates which are organized using two groups of learners with conflicting views about a topic and their responsibility is to find a solution or come to an agreement/conclusion.

When preparing a lesson that aims to develop learners' speaking skills the structure of the lesson must be considered. Most well-known are the typical three phases: pre-speaking, while-speaking and post-speaking. Ur's publication (1993) organizes the structure of the speaking skills lesson in four phases and discusses the most suitable activities for achieving improvement. According to her, "the main aim of a discussion in a foreign language course may be efficient fluency practice", as well as "to achieve an objective or to perform a function: to persuade, inform, inquire, threaten, etc." (p. 2). To reach that intention and to make it smooth for learners the following lesson structure is suggested.

### **1) Presentation**

Learners should be made aware of the aim of the task before the activity begins. It is important to give clear and concise instructions and at times do a trial run prior to distribution of materials or brainstorming begins. This keeps students focussed.

### 2) Process

In this phase of the lesson different stages of the task are completed. Ur furthermore suggests it is useful to start with brainstorming or some sort of motivation. Later learners can record their own ideas based on the theme, or problem to be dealt with. Based on the activity it is also important to decide whether students are to work individually, in pairs or groups. If there is a game involved rules have to be set as well.

During the process portion of the lesson teachers assign the distribution of tasks. Will all learners do the same task, or will there be various tasks? As leader the teacher makes decisions, clarifies details, prevents the learners from being derailed and keeps them on topic. The teacher encourages the use of English at all times and supports the active participation of every learner, the contribution of each and every one.

Another issue is the correction of errors. As Ur states speaking activities are rather fluency exercises so interference into learner's speech is not frequent as "there is a case for unobtrusive helping-out with specific errors or gaps as they arise", (Ur 1993, p.2).

### 3) Ending

Completing a discussion task is usually based on the pace of learners as some learners may be faster than the rest of the class. Some pairs or groups who complete the assignment more quickly can be given some extra material to work on so that during the final discussion or presentation of results all learners are involved and are given a chance to speak up. Sometimes it is advisable to set up a precise time frame for the activity.

### 4) Feedback

During the feedback session learners share what they have worked on so that the teacher as well as the rest of the class may comment on it. This is the time when feedback is organized according to an assessment type – criticism, admiration, debate or simply listening. The feedback may be to correct the results, comparison of results of different groups, displaying or playing with the findings etc. (Ur, 1993).

The aim of this part of the chapter is to demonstrate how speaking skills can be improved through the use of multimedia and the Internet and to provide specific examples for practical use. This chapter will answer the questions: how multimedia can be used practically in the teaching process, what the advantages and disadvantages of this use are and how it helps learners to improve their communication skills.

### Eyejot

According to Masson (2010) much attention has been paid in the last few decades to the promotion of listening strategies and vocabulary acquisition using modern technologies. By contrast very little has been done to develop learners' speaking abilities. In her research article Masson concentrates on a tool known as "video messaging" to develop learners' speaking skills. Video messaging is a procedure whereby web-based video messages are sent to another person for retrieval whenever they are available. In this case video messaging is used for weekly online journals transferred between teacher and learners (*ibid.*).

Eyejot is a video web mail application. Users can employ it to send and manage video mail. To do so participants go to [www.eyejot.com](http://www.eyejot.com) to register and create a personal account. This Internet programme allows the user to record a video and send it to any number of recipients. To do so

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a computer, web camera, microphone and internet connection are required. According to its official page "Eyejot offers everyone the ability to create and receive video messages in a self-contained, spam-free environment. With nothing to install, you can start using Eyejot immediately with any browser, on any platform", (Eyejot, 2012).

The research that was conducted by Masson (2010) depicts the use of Eyejot by teachers and learners at a Japanese university. With learners' accounts the teachers expected learners to create video messages as weekly online journals. Each video message of about 30-second length was to correspond to their weekly assignments and was to be sent to the teacher's personal e-mail to be checked every week as a part of the course assessment. The learners were asked to send the messages every week by 9 am the day before class to allow the teacher enough time for review. The intention was that those assignments would act as a dialogue between teacher and learners. Learners had the option to choose the topics for these journals and the teacher would respond to those videos periodically keeping records of grammatical and pronunciation errors for further review (*ibid.*).

### *Advantages*

The Eyejot video messaging activity has its place in education as it supports not only speaking abilities of the learners but pronunciation skills as with teacher's feedback they can check their video logs and find their errors.

Learners could replay their video prior to submitting it and if not found satisfactory could record it again. With this option learners can better fulfil their tasks. Seeing their own videos is like looking in a mirror and seeing a flaw to fix. In this case learners improve their presentation skills.

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This kind of activity can be used for revision of acquired knowledge in speaking. As a single homework assignment this helps to focus on specific ideas supporting critical thinking of a learner.

From the quote on the Eyejot webpage "applications like iChat and Skype are ideal for live video sessions, it's often very challenging getting everyone online at the same time. Imagine trying to coordinate video chats with people in different time zones. Eyejot's email-like behaviour solves that problem and makes it convenient for both the sender and the recipient", (Eyejot, 2012).

### *Disadvantages*

Eyejot lacks face-to-face communication. Some people may criticize this communication of learner to learner or learner to teacher as being a shift to virtual reality.

There is little room for natural behaviour of a learner as he/she can record his/her performance several times until it is "perfect". In this case there may be a problem with the assessment of the activity.

Another crucial issue is also the need to ascertain whether the video log is really the work of the student. (Was the assignment worked out by the learner or by somebody else?)

Eyejot supports communicative competence but does not include the body language of communication.

The opportunity to use spontaneous strategy when speaking is not available.

### *Reflection (what to keep in mind)*

Eyejot was not designed to be a face-to-face communication tool. It provides a different tool for

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communication and can provide variety in the educational environment. Being able to rehearse for a best possible result demonstrates a learner's desire to succeed and may be considered a positive aspect by some.

### Skype

One of the most popular applications currently used is Skype. This software programme derived its name as an acronym from the original 'Sky Peer-to-Peer'. "The idea behind sky peer-to-peer is a bit ambiguous and there are various explanations as to why the word *sky* is attached to this type of computer network. Most common is the suggestion that *sky* was chosen to reflect that the network was passing the information through the air – the sky." (High Names, n.d.). This tool can be used for private or public conversation. The tools can be implemented in teaching in many different ways because of the programme's numerous options. Skype when used as a video-conferencing programme requires a computer (PC or lap top), web camera, microphone and an Internet connection. By starting an account, one can find friends or people with whom to talk thanks to the search function.

This enables the user to call not only for a Skype to Skype connection (for free) but also Skype to landline or mobile phone (a pay feature). Another option is a video call with another participant (they can talk and see each other) for free. Files could also be transferred through this application.

Implementing Skype in the classroom benefits the user with "real-time, authentic experience with anyone in the world", (Masson 2010, p. 99). As a tool for teaching speaking skills Skype is multi-functional. When learners in a class listen to a native speaker it may be used as a process phase activity at the beginning of a lesson. The participant in the conversation (guest, professional in a specific field, teacher in

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another class) can present a topic, start a discussion or provide a presentation. For this kind of activity each learner sits in front of a computer screen or observes a projection. Learners' comments or reactions are transferred to the other speaker via the Skype account with the help of a camera and microphone.

This above option is possible through application <<https://education.skype.com>> where people can also discuss and share information important to the preparation of their lessons. Here is a type of forum where teachers and students can meet and talk, describe what they are doing or seek others for a verbal connection.

### *Advantages*

The Skype application can provide conversation with a native speaker. Learners are supported while practising their skills and can improve their pronunciation and expand vocabulary.

Face-to-face communication also allows learners access to the nonverbal communication of the other participant through gestures and postures during the conversation.

When talking to a professional in a certain area learners also improve their cultural awareness and their responses are based on sociolinguistic experience.

### *Disadvantages*

It can be complicated to find a native speaker of English who is available for a lesson during the school timetable.

In the case of learners sharing computer time, there is the possibility that not all learners will get the same chance to speak.

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When working with the Internet the technology may collapse due to a weak connection link or broken multimedia tools.

Challenges may also be present with computer equipment causing distraction for learners.

There is also the issue of stage fright.

### *Reflection (what to keep in mind)*

Take advantage of any opportunity which allows students to have access to a native speaker of English. Even if the teacher is the only one to speak to a native speaker over the data projector with speakers and microphone, the students are still exposed to the language. Students in this situation should be encouraged to ask questions of the native speaker.

In the case of a broken connection on the Internet or multimedia tool challenges, the teacher should be prepared with an alternate lesson plan.

If learners can sit in pairs or sets of three, each learner will observe and may assist another during conversation with the participant on the other side of the conversation. This, at the very least, gives everyone at the computer exposure to the experience of a live chat, a form of rehearsal which may help to alleviate stage fright.

### **Art of Storytelling**

Teaching speaking with the assistance of multimedia and the Internet teachers are assisted to create more interesting lessons to keep learners motivated. Creativity lies in how the teacher employs Internet information and resources to suit the aim of the lesson. One useful source that helps not only to develop speaking skills of learners but also cultivates their writing skills is the site designed by the Delaware Art

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Museum. It is called "the Art of Storytelling". On the webpage <<http://www.artofstorytelling.org>> learners will find interesting activities to do during the lesson. The activity which is the main focus is based on topics related to British and American art.

This activity could be used during the presentation phase of the speaking lesson when the teacher explains to learners what the aim of the lesson will be and gives them clear instructions about how the lesson will proceed. In this phase the teacher can use a video to show learners an example of what they might accomplish.

During the process phase a learner goes to this webpage to begin the "Picture a Story" activity where he/she will choose a picture or portrait painted by a well known artist.

Once a background is chosen a learner can continue to build the scene by introducing characters and props that can be resized in proportion to the scene. When the learner's inspiration piece of art is complete he/she decides the genre for a story based on the art piece (fairy tale, fantasy, horror, mystery, romance...). Throughout this part of the activity a learner practises his/her productive skill of writing. Using imagination he/she may proceed with the composition based on the art they have created. At the same time any questions by student or teacher are conducted in English.

Upon completion, this computer application allows the learner to record the created story in order to enable the reading of it thus further providing speaking opportunities for anytime in the future. Rehearsal and oral presentation in the classroom provide opportunities for continued practice and improvement in oral output. After practising both speaking and writing skills, learners can then send their creations to family and friends. Learners are encouraged by

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teachers to present their stories orally at that time as well. Each story may be submitted to the Delaware Art Museum to be included in an online gallery of stories.

### *Advantages*

This website could be used during any of the four phases of the speaking lesson: during the Presentation phase when explaining the aims and activities of the lesson, during the Process phase as learners produce their assignment, during the Ending phase when students who finish first assist other students toward completion of the task discussion continues and lastly during the Feedback phase when the assignment is displayed and orally presented to teachers, other learners and later to parents and friends.

Learners use their imagination and creativity to fabricate a story in the target language while expanding their cultural awareness of art.

This activity provides practice in two productive skills (speaking and writing). The learner produces spoken output based on a personal creation giving him/her all the more reason to produce accurate output.

Throughout the process the teacher can assist by giving advice or suggestions, always encouraging verbal exchange in English.

By sending their creations to family and friends the learner will enhance his/her feeling of pride in his/her work.

By seeing their records on the blog site the learners can assess themselves. Even the teacher can give them feedback.

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### *Disadvantages*

Each learner needs a computer during the entire process. This problem arises if schools do not have computer-based laboratories for teaching a foreign language.

Another disadvantage is that this activity is connected to one topic, art while a broader range of topics is lacking.

Face-to-face communication is lacking as well.

### *Reflection (what to keep in mind)*

If computer time can be shared and there is interaction with the ESL teacher during the project the learners are given significant practice in at least one major cultural venue.

When there are fewer computers available learners may be divided into two or more groups so that one group at a time works at computers while the others complete a different task within the same topic. Everyone should have something to talk about.

### **Conclusion**

Speaking to communicate in English as a second language allows the learner to express himself/herself and this has become a significant element within the Slovak educational system. It is crucial for learners of any foreign language to be exposed to the target language as much as possible in order to have experience in different situations, through various activities and during everyday life. In this case many English teachers surround their learners with authentic materials and if possible bring native speakers to their classes. As the last option happens rarely it is beneficial to expose learners to the language in its authentic mode. Multimedia and the Internet encompass abundant resources and a multitude of applications with which to provide classes experience with native discourse.

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Classes that use multimedia and the Internet to support the speaking skills of learners experience many positive features although this may also present challenges at times. Teachers should plan lessons accordingly. For a speaking or discussion class, structure provides a framework for the sequence of the lesson procedure.

In this chapter a useful framework showing the parts of a lesson plan along with a description of expectations for each has been given. Into this framework, teachers plan appropriate activities for the enhancement of learners' independence, creativity and personality. The reader (teacher, student teacher or learner) receives a description of activities using multimedia and the Internet and suggestions for their use. These activities can be modified according to the aims of the lessons and the needs of the learners. For example the use of videos, news, or songs are valuable as motivational material for discussion.

The practical part of this chapter presents the use of three software applications (Eyejot, Skype, the Art of Storytelling) as implemented in English as Second Language classes. There are many advantages to these internet sources but the prime benefit is the opportunity it provides for learners to be in contact with living language, language that is used in dialogues, discussions and presentations. Learners see and hear the English language in its native-like environment. There are however features that may complicate the teaching process. Although multimedia and Internet help teachers or learners to practise spoken language the classroom must be equipped with technologies such as computers, microphones, loudspeakers, a data projector, an interactive board and a web connection. These applications can be used in many different ways.

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The aim of this chapter was to show readers how multimedia and the Internet could be utilized for teaching purposes. It must be stressed that around us are many other multimedia sources that can be employed for English language teaching purposes but it is important to think about how to use them in a profitable way to develop learners' skills. Teachers need to use multimedia for specific aims and be sure to use the most appropriate resources to suit these aims.



### Quiz yourself

1. What are the advantages of using multimedia and the Internet during English speaking classes?
2. In what ways do the receptive skills affect productive skills when developing fluent speakers within an English lesson?
3. Name the most frequently used types of activities that support the improvement of discussion during lessons.
4. What is the structure of a lesson that is designed to develop communicative competence in learners?
5. What are the differences between online and offline communication. What are the benefits of speaking with people face-to-face?
6. Compare and contrast the Eyejot, Skype and the Art of Storytelling applications giving similarities and differences?



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### 7 Multimedia and Culture

In the recent global age, cross-cultural encounters are quite common; thus, raising learners' intercultural awareness should be considered as one of the priorities of foreign language education. A potentially beneficial way for teachers how to present a foreign culture in a language classroom is via multimedia and information technology. This perspective is examined in detail in the upcoming paragraphs.

#### **What is culture?**

At the beginning it is necessary to mention, that a generally accepted definition of culture, enough satisfying for everyone, does not exist at the present time. Just for illustration, Fox (1999) inclined to a sort of non-monolithic concept which basically holds that culture is changeable and relative, while Mead (1961) believed that culture is a universal fact of human life and can be learned. Taking into consideration these two almost contradictory statements, it seems that culture is a concept that is far from being easy to define; so, in order to shed some light on this term, its several well-known definitions are listed below in a chronological order.

In Goodenough's (1957, p. 167) understanding, culture of a society is composed "[...] of whatever [...] one has to know or believe in order to operate in a manner acceptable to its members, and to do so in any role that they accept for any one of themselves". A much narrower explanation is provided by Goode et al. (2000), since here the term is understood as an integrated behavioural pattern that encompasses ideas, communication, languages, values, beliefs, practices, rituals, courtesies, customs, manners of interaction, relationships, and expected behavioural modes of a racially, ethnically, religiously, or socially determined group; and the capability to transfer the above elements to successors of such group.

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According to Brown (2006, p. 188), however, culture is the context for people's existence, thoughts, feelings, and relationships; it is the "glue" that keeps groups of people connected, whereas in Sowden (2007), culture denotes the body of traditions of social, artistic, and intellectual nature linked historically to a particular national, ethnic, or social group.

In respect with the mentioned sources, the concept of culture is really broad and cannot be simplified to dances, songs, or holidays. It has a far more complex nature, and in this sense it is similar to an iceberg where such elements as Kramsch's (1991) "four Fs" - i.e. foods, fairs, folklore, and facts, are above the surface, while Tanriverdi and Apak's (2008) parts of "deep culture" such as ideals, conceptions, values, and norms of communication stay hidden below.

### **Culture in the context of EFL instruction**

Since the late 1950s, much has been stated about the position of culture within the context of EFL classrooms, and over these seven decades, plenty of scholars, e.g. Politzer (1959), Kramsch (1991), Galloway (1999), Tanriverdi and Apak (2008), or Ibáñez (2012), have explained how important the teaching and learning of culture is in foreign language instruction.

The above mentioned authorities agree that one's foreign language competence should not be limited to the ability to produce grammatically accurate foreign language, but it should also include the capacity to use the foreign language appropriately in particular contexts. In other words, the linguistic competence itself isn't enough for EFL learners to master the target language; they also have to be familiar with the cultural environment in which English operates.

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In EFL classes, thus, the target culture needs to be highlighted and not marginalised or neglected.

However, cultural aspects (especially the elements of “deep culture”) are in many cases relegated to positions of minor interest (or omitted completely), though it is generally believed that cultural awareness is a necessity for understanding how members of a particular culture think, act, or what they say (Tanriverdi and Apak, 2008).

### **Why implementing multimedia and technology in teaching and learning culture?**

Both multimedia and information technologies present valuable tools for EFL classes. The Generative Theory of Multimedia Instruction mentioned by Mayer (1997) holds, that if teachers apply mixed modes of delivery (i.e. use multimedia to deliver the language input), learners can choose various ways of employing cognitive processes in order to pick up new knowledge.

A range of multimedia materials is allowed by technological devices, thus the ICT perspective in teaching and learning English is also fully positive (Ibáñez, 2012). Moreover, the use of multimedia and ICT is not limited by the phase of foreign language instruction, nor by the practiced skill or key area; therefore, they might be successfully employed also for targeting culture.

Multimedia formats are excellent for raising students’ cultural competence, as Tanriverdi and Apak (2008) write, since such resources as talk shows, TV series, documentaries, online video streams (like *YouTube* or *American Rhetoric*), or online news (e.g. *CNN*, *The New York Times*, *ABC News*, etc.) may offer the needed cultural authenticity. The online archive of *ABC*, for example, contains interesting up-to-date materials like interviews, reports, or commentaries which can be

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adapted and used for introducing the target culture. *American Rhetoric*, also a sort of web archive, includes a selection of various speeches captured on camera, including remarkable rhetorical performances of Martin Luther King or John F. Kennedy, and it might supplement the introduction of important characters or issues connected with the American culture. There is of course a whole myriad of multimedia materials besides these few Internet pages; however, Sweller (1999) adds that such sources can be beneficial only if they are carefully evaluated and wisely used.

### **Approaching culture in the EFL classroom using multimedia and technology**

Tanriverdi and Apak (2008) mention that foreign language teachers often address cultural knowledge only in form of a supplement to the traditional linguistic content, despite the fact that language is a reflection of culture. Why separate the linguistic and cultural perspectives if there is a possibility to integrate them both? In Ibáñez (2012), such integrated approach refers to insertion of cultural aspects of English-speaking countries (e.g. famous structures in the USA) into the linguistic content (e.g. practising vocabulary for describing, shapes; see appendix section, sample activity no. 5 – *Famous constructions*). He goes on to say, that this way of teaching and learning culture can be enriched with the implementation of multimedia sources and ICT, but only under certain circumstances.

Of course, it requires far more from an EFL instructor than just pressing a button or clicking a link, though certain level of familiarity with virtual platforms (such as *Google*, *YouTube*, *Flickr*, and a long etc.) and technological tools (like beamers, personal computers, or tablets) should be a necessary part of each teacher's professional "know-how". Tanriverdi and Apak (2008) add that EFL teachers should

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serve as mediators who allow learners of English to draw their own conclusions about the culture of English-speaking countries and direct them in making transitions from their native culture to the target one.

As far as multimedia resources are concerned, a wide variety of materials does not automatically lead to improvements in the process of teaching and learning culture. Sweller (1999) suggests careful categorization and evaluation of authentic sources according to set criteria. The design of a particular activity (that connects language, culture, multimedia, and ICT) then largely depends on teacher's methodological base and pedagogical skills, talent, and creativity.

### **Problems in addressing culture (using multimedia and technology)**

While targeting culture with the use of multimedia and ICT, teachers of foreign languages may face several difficulties of different nature. The presented summary of common shortcomings connected with teaching and learning culture (using multimedia and ICT) is derived from the lists presented by Valette (1986) and Ibáñez (2012), and it mostly focuses on the teacher's perspective.

- a) *In EFL classes, the educational goals related to culture are usually poorly defined.* This issue probably originates in the vague treatment of culture in the curriculum, or it may be caused by teacher's not fully refined view of the foreign culture.
- b) *EFL learners' progress in reaching cultural goals is seldom (if at all) tested.* Moreover, tests are usually poorly designed, containing true/false or multiple choice questions.
- c) *EFL teachers put usually too much emphasis on superficial cultural information like geography,*

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history, food, or celebrations while such areas of culture as ideals, taboos, or polite manners are marginalised, although they are required to understand the target culture.

- d) *EFL teachers may feel overwhelmed by the extensive amount of various multimedia resources for introducing culture.* Here, the key is careful evaluation of selected sources in order to separate useful materials from unsuitable or inappropriate ones.
- e) *Both EFL teachers and learners may lack ICT skills.* In order to avoid problematic situations, it is therefore important to analyse the level of ICT knowledge prior to the instruction process.



### ***Quiz yourself***

1. What does the iceberg conception of culture imply?
2. Why is it necessary to introduce culture in EFL classes?
3. What are the pros of using multimedia and technology for introducing a foreign culture? Name at least three potential benefits.
4. What is required from an EFL teacher if he/she wants to successfully apply multimedia and technology in the process of teaching culture?
5. How can EFL teachers exclude (or filter) unsuitable or inappropriate multimedia resources?

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6. What difficulties might EFL teachers encounter while teaching the culture of English-speaking countries? Name at least three potential problems.
7. Can you offer any solutions how to overcome the most common problems of teaching culture in the EFL classroom?



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### 8 Multimedia and Pronunciation

Pronunciation is indeed a fundamental component of effective oral communication and “[...] often the most salient feature in the speech of a foreigner” (Lord, 2008, p. 374). Furthermore, many authors including Hinofotis and Baily (1981) or Gilakjani (2011) state clearly that it is not grammar or vocabulary, but pronunciation that causes the most serious impairments in the process of ESL/EFL learners’ oral communication; i.e., if a foreign speaker’s pronunciation is poor, he/she will be hardly understandable, despite a good command of grammar or lexis.

These statements lead us to the question regarding the importance of pronunciation in the area of foreign language teaching. Respected authorities agree that it should be one of the crucial elements in foreign language learning, but in reality it is often underestimated by teachers or even dropped beneath their radar completely. Perhaps the best summarizing viewpoint is offered by Kelly (1969), as this author terms pronunciation the “Cinderella” or “orphan” area of foreign language teaching. We are sure that readers are able to connect this label with the right connotative meanings and consequently make a sketchy portrait of the role of pronunciation training in foreign language education.

#### **Why teach pronunciation?**

Since pronunciation is vital for students’ successful oral communication outside the EFL classroom, it is necessary that teachers of English employ correct pronunciation training into their pedagogical instruction. Its importance in TEFL can be sufficiently illustrated by the examples mentioned in Kelly (2001, p. 11 - 12). A learner have said ‘*soap*’ to a waitress in a restaurant where he should have used ‘*soup*’, or another student have used an unexpected falling

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intonation on *'been'* in the question *'How long have you been in London?'*.

In both of these examples, incorrect pronunciation, namely an inaccurate articulation of one sound in the first case and an inappropriate intonation pattern in the second one, inhibited the oral communication and led to confusion on the side of listeners. In order to avoid such situations and help learners to understand and be comprehensible, EFL teachers should include pronunciation training in their lessons.

Another potential reason for pronunciation teaching in the Slovakian TEFL context might be seen in the differences between these two distinctive systems of sounds. In reference to Kráľová (2011), Sedláková (2009), and Pauliny (1977), there are differences in both segmental and suprasegmental features, e.g. quantitative and qualitative differences between phonemic sets, differences in sound realisation, or differences in stress and intonation patterns.

### **Internet in the context of EFL pronunciation training**

Since the era of “Communicative Approach” to TEFL, Internet has been increasingly affecting the views on language teaching and the ways through which the language may be taught. Baker and Murphy (2011) claim that since the nineties we have witnessed an enormous increase of resources and materials in the area of foreign language teaching, including textbooks, teaching manuals, CD-ROMs, specialised computer software, multimedia, and also Internet resources. These new tendencies did not exclude pronunciation teaching. For example in the nineties when the idea of online pronunciation teaching seemed to be absurd, Steven Donahue, at that time a professor at Broward Community College in Coconut Creek, Florida, used Internet as a supplementary tool in pronunciation training. He asked

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his students to record themselves pronouncing certain words and send him the recordings via e-mail. After obtaining the samples, Donahue used specialised computer software to visualise changes in the pitch and loudness of students' speech, and he posted these sound prints on the class webpage (Boehle, Stamps, and Stratton, 2000).

Nadeem et al. (2012) comment that the Internet can provide numerous opportunities for targeting both segmental and suprasegmental features of pronunciation. In a real classroom practice, the use of Internet sources in pronunciation teaching is indicated, although there is still a preference for printed materials and textbook-related resources like CDs or DVDs over web-based sources. Luukka et al. (2008) revealed that websites intended for language learning were used in pronunciation teaching often or sometimes by 53 % out of the 324 asked Finnish EFL teachers, and web-based materials not intended for language classes were used often or sometimes by 43 % of the respondents. Just for comparison, Tergujeff (2012) concludes that about 81% of the 89 participants of her research use Internet sites intended for language learning in their pronunciation work, whereas more than 83% use websites that are not particularly created for such purpose. Furthermore, the respondents also claimed to use existing online courses, social networks, podcasts, blogs, and forums as resources for pronunciation teaching. The results of Tergujeff's study may suggest that the use of websites in pronunciation teaching has increased in the past few years and consequently that the traditional teachers' textbook-dependence seems to be lowered, though still dominant.

It is also important to mention, that the Internet represents storage of an extensive amount of not thoroughly examined and largely disarranged materials; therefore, if we are about to use Internet resources for educational purposes,

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we need to be able to evaluate them. Here, evaluation of websites can be viewed as the ascertainment of appropriateness of net based material according to set criteria. These criteria may include, e.g. the *purpose* of the Internet site or its *content* in terms of relevance, accuracy, authenticity, or up-to-dateness.

### **Internet-supported drilling**

Drilling is one of the major techniques of recent classroom pronunciation practice, although this method has its roots in the historical Audiolingual era. Kelly (2001) claims that drilling is fundamental for the teaching of both segmentals and such suprasegmentals as word/sentence stress or intonation, and together with Yates (2002), they note that it is useful in the development of both receptive as well as productive skills. In simple words, drilling is valuable for the two key sides of pronunciation training - perception and production.

The basic form of this activity is by Celce-Murcia et al. (2010) defined simply as repetition of a teacher-modelled word or structure. Therefore, the main role of the teacher is to provide a model of a word, phrase, or sentence (either by himself/herself or with the aid of technology, multimedia, etc.), and students' task is to repeat the perceived model (Kelly, 2001). This author also suggests drilling chorally first of all and after that individually, preferably before the written form of the modelled language item is introduced.

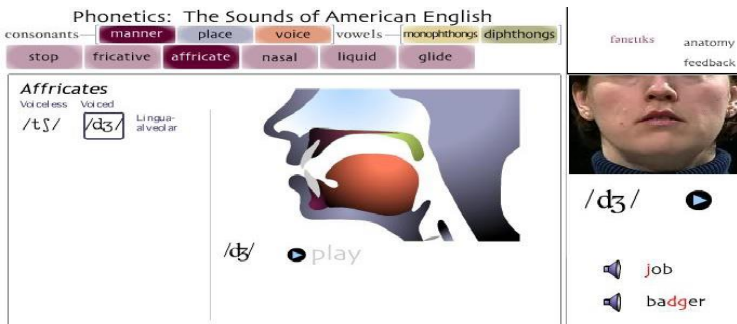
We consider the web-based tool developed by the University of Iowa, available at *Uiowa* [online] (2001), to be helpful for drilling individual sounds of American English, as it offers an opportunity to see and hear a native speaker producing them. The speech sounds are divided into categories, while each of them is produced in isolation and also in word initial/medial/final positions. Furthermore,

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the production of each sound is visualised in a computer animation which can be also played as a step-by-step presentation with further theoretical descriptions of speech organs configurations.

Due to encyclopaedic nature of the content, we think that this source would be more appropriate for secondary level learners. As far as the needed level of proficiency is discussed, it might be used with all levels. For better illustration, a screenshot of this webpage is included below.

Picture 1 Online Tool Suitable for Drilling Speech Sounds of the GA Accent



Picture 1 Online tool suitable for drilling speech sounds of the GA accent - (U Iowa [online], 2001)

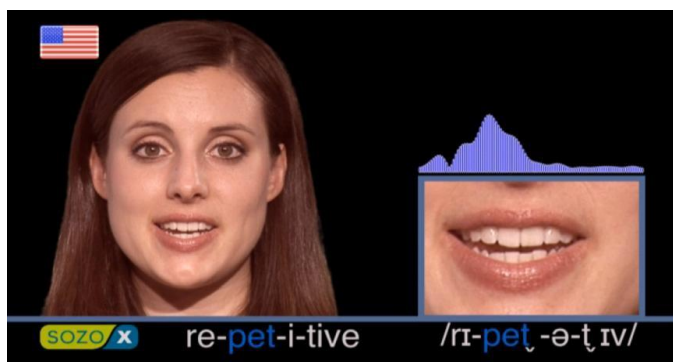
Source: U Iowa, 2001

The web domain *Sozo Exchange* [online] (2012a) could be valuable for drilling individual words or phrases, because it contains videos that enable secondary school learners, preferably of B1 level and above, to see and hear how certain (also more sophisticated) words or phrases are pronounced by native users of American English. At the beginning of each clip, the speaker explains the meaning of the word. The word is then modelled in sequences, following its syllabic structure, to be afterwards articulated as a whole and repeated several times. While the speaker models a word, we may observe

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movements of the lips, jaws, facial muscles, and also positions of the tongue and teeth. Furthermore, in some cases also graphical visualisations of correct stress placement and sound waves indicating the loudness and pitch of the speaker's voice are included. A frame of one of these videos is captured in the next screen print.

Picture 2 Online Visual Demonstration



Picture 2 Online visual demonstration suitable for modelling the word 'repetitive' - (Sozo Exchange [online], 2012 - a)

Source: Sozo Exchange, 2012a

### Internet-supported ear training

Besides the productive perspective of pronunciation, teachers also have to think about the receptive side which is equally important. There exists a myriad of materials and sources, both didactic and authentic, which can be used in pronunciation-centred listening activities. Such resources then provide an excellent opportunity for students to notice the pointed out things about the language and their use in natural speech. In fact, Wong (1987), Kelly (2001), Gilner (2008), and also Brawn (2010) emphasise the important role of *noticing* in pronunciation-related ear training (and pronunciation work generally).

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As these authors explain, the concept of noticing holds that learners notice salient language items and build awareness of a particular pronunciation aspect through focused listening; but to achieve conscious intake and later consistent use of a certain item of pronunciation, this linguistic element must be relevant to learners at a particular time. Stated simply, “[...] learners need to know what it is they should be paying attention to” (Wong, 1987, p. 12). Moreover, Kelly (2001) claims that noticing is of importance for initial introduction of a pronunciation feature and its revision as well.

Being now familiar with teachers’ responsibility to raise students’ awareness in terms of getting them notice the pronunciation feature in listening activities, we now present some general recommendations for pronunciation-oriented ear training. As written by Celce-Murcia et al. (2010), the listening tasks with focus on pronunciation have been traditionally aural discrimination tasks like sound recognition, but Morley (1991) suggests to wider the listening focus, as learners might also benefit from perception of suprasegmentals and not only from identification of individual sounds. Gilner (2008) supports this suggestion, since she notes that perception of intonation and exposure to samples of authentic audio literature (radio shows, interviews, conversations, stories, explanations, etc.) seem to have positive influence on learners’ oral production. Wong (1987) adds that speech samples aimed at pronunciation-centred ear training should: (I.) go beyond the sentence level and contain sentences that are connected and create a whole; (II.) include discourse among a wide range of speakers; and (III.) involve authentic speech where possible. Finally, listening activities also appear to be helpful in raising students’ awareness about different varieties of English, and for this reason, Hardison (2010) and Tergujeff

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(2012) recommend exposure to speech samples produced by both native and non-native speakers of English of different geographical and social backgrounds.

One of the aforementioned sites, namely *Sozo Exchange* [online] (2012b), might be potentially used to get high school students of at least A2 proficiency notice how the placement of stress, voice pitch, and facial expressions can express differences in meaning. In each of the videos under the category 'How You Say It Matters', a phrase is pronounced in various ways, e.g. sincerely, dismissively, or angrily. After each of these distinctive productions, the clip stills, and attention is paid to graphical indication of correct stress pattern and main visual cues such as eye shape. Individual ways of production are then repeated once more, visualising differences in loudness and pitch of the voice. The described features are captured in the next screenshot, where the speaker models angrily the phrase '*never mind*'.

Picture 3 Online Video



Picture 3 Online video suitable for noticing suprasegmentals and facial expressions - (*Sozo Exchange* [online], 2012 - b)

Source: *Sozo Exchange*, 2012b

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With very young and young learners of any proficiency, teachers can introduce perception practice of final sounds and stress implicitly through listening to nursery rhymes. Great numbers of nursery rhymes, categorised by themes and accompanied by subtitled animated videos in most cases, are hosted on *Nursery Rhymes* [online] (2011). Two hundred nursery rhymes as animated clips are available on *YouTube* [online] (2012 - a). One of the subtitled clips uploaded on this YouTube channel, namely the rhyme '*Jack and Jill went up the hill*', is captured in the next picture.

Picture 4 English Nursery Rhyme



Picture 4 English nursery rhyme as online animated video -  
(YouTube [online], 2012 - a)

Source: YouTube, 2012a

Young learners of A1/A2 proficiency can also benefit from listening to jazz chants, as they present a motivating means of targeting stress placement and rhythm patterns. Numerous recorded and transcribed Carolyn Graham's jazz chants to listen online or to download in mp3 format are available at *Jazz Chants: Carolyn Graham* [online] (2011). Furthermore, useful teacher notes such as recommendations

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about what sounds or phrases to pay attention to are included.

Secondary school learners or young adults of B1/B2 level, who often see jazz chants as too childish, might be given an opportunity to notice suprasegmentals through listening to rap music. Moreover, we believe that clean rap songs are excellent for pointing out elision, assimilation, or different accents of English. For example, Chamillionaire's lyric video for *'Never enough'* - (*YouTube* [online], 2012 - b), or *'The vent'* from Big K.R.I.T. - (*YouTube* [online], 2011) are clean rap songs and authentic samples of Southern American accents from Houston and Atlanta suitable for students to study how sounds are modified in rapid speech or how stress-placement relates to meaning. An extract of the first one of them is depicted in the next picture.

Picture 5 Online Lyric Rap Video



Picture 5 Online lyric rap video suitable for noticing stress, elision, accent variation, or assimilation - (*YouTube* [online], 2012 - b)

Source: YouTube, 2012b

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### ***Quiz yourself***

1. Why is it necessary to introduce pronunciation in EFL classes?
2. What are the tendencies in pronunciation training?
3. What is the teacher's main responsibility in drilling?
4. What is the student's role in drilling?
5. What does the concept of *noticing* hold in pronunciation training?
6. How can EFL teachers separate useful pronunciation websites from the unsuitable ones?
7. What are the basic criteria for a good resource aimed at pronunciation-centered listening practice?



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### 9 Multimedia and Vocabulary

Due to the fact that we live in 21<sup>st</sup> century, which can be characterized as the ‘age of technology’, it must be admitted that technology in general is present in all fields of our life. Foreign language education is one of these fields and computers, tablets, mobile phones, etc. can be used very effectively there. The present chapter highlights the use of technology and multimedia in teaching vocabulary and in vocabulary acquisition in general.

#### **Teaching vocabulary in the context of TEFL**

There are many definitions of the term *vocabulary*. Pokrivčáková (2012, p.71) defines vocabulary as ‘lemmas to be learned’. She also explains that lemmas can be words, word expressions and idioms. The vocabulary knowledge grows, expands, evolves and deepens with the age of a person. As for the vocabulary in the context of TOESL/TOEFL and foreign languages in general, Ur (1991, p. 60) provides probably the simplest and the best definition. She defines vocabulary as “the words we teach in foreign language.” It is important to realize (and to make students realize) that a new item of vocabulary does not need to be a single word only. There can be more than one word, and still expressing one idea, e.g. *post office*, or *mother-in-law* (Ur, 1991, p. 60).

Scrivener (1994, p. 73) writes that “vocabulary is a powerful carrier of meaning.” Vocabulary is much more important than grammar, because even a beginner with almost no knowledge of grammar is able to produce a message, when he/she knows some words and their meaning. The message is understandable, even if grammar is completely being avoided, e.g. *Go disco, and friends* (Scrivener, 1994 p. 73). Dalton and Grisham (2011) add that in order to understand the text, we must understand

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the words that represent the concepts or ideas. To sum up: “Without grammar very little can be conveyed, without vocabulary, *nothing* can be conveyed.” (Thornsbury, 2002, p. 13).

According to Pokrivčáková (2012, p.72), a language teacher should be prepared to distinguish different types of vocabulary: *active vocabulary* - those words that learners are able to use accurately and appropriately in the production of a foreign language; and *passive vocabulary* - that is the vocabulary the learners are familiar with when reading and listening, but not able to use while producing the language (in speaking and writing). Apart from that there is also *listening vocabulary*, recognized by a learner when listening to a speech; *speaking vocabulary*, employed by a learner in speech, *reading vocabulary* - i.e. the words whose written forms are recognized by the learner while reading; and *writing vocabulary* -that can be correctly used by the learner while writing.

### What needs to be taught

When teaching vocabulary, a teacher should be aware of all of the aspects of the vocabulary that has to be taught. Knowing a word does not mean that one knows its exact translation. Thornsbury (2002, p.15) writes that knowing a word on the most basic level involves knowing: *its form and its meaning*. But there are also several other issues that need to be discussed.

- a) *Form: pronunciation and spelling* - The learner has to know how the word sounds - its pronunciation, and its spelling - how it looks like. The spelling and the sound are perceived as first, so in teaching it is important to make sure that these two aspects are accurately presented and learned (Ur, 1991, p. 60).

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- b) *Meaning* - The first and very important thing is that a vocabulary item has usually more than one meaning, e.g. the word *book* has several meanings: a thing, from which you usually read; it can appear as a verb where has different meaning (*to book a table*); there are also phrasal verbs, etc. (Harmer, 1991, p. 156). According to Thornbury (2002, p.17) knowing a word involves all of these connections: *semantic, syntactic, phonological, orthographic, morphological, cognitive, cultural* and *autobiographical*.
- c) *Word use* - Students need to know what a word means, whether it can be changed, stretched or limited in its use. Word meanings are stretched through the use of a *metaphor*, or an *idiom*. Word meaning is also governed by *collocations* (cf. McCarteen, 2007, p. 5).
- d) *Word grammar* - Vocabulary item can have an unpredictable change of form in certain grammatical contexts. It is important to provide learners with this information at the same time as we teach the base form. For example, when a teacher is teaching a new verb, he/she may also give its past form (*think, thought*), or can also note if it is transitive, or intransitive (Ur, 1991, p.60). There are many other areas of grammar that students need to know about, such as order of adjectives, behaviour of the phrasal verbs, position of adverbs and many others. Without that knowledge students are not able to use the vocabulary in a correct way (Harmer, 1991, p.158).
- e) *Word formation* - Students need to know information about word formation and how to twist words to fit different grammatical contexts, because words can change their grammatical value and their shape. Students also need to know facts about how prefixes

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and suffixes work, and how words are spelt and how they sound, their stress and when it is changed (Harmer, 1991, p.157). It is important to teach students common prefixes and suffixes (e.g. *sub-*, *un-*, and *-able*, etc.), so that they are able to guess the meaning of such words like *substandard*, *ungrateful*, and *untranslatable*. Another way in word formation is by combining two words to make one item (e.g. bookcase) (Ur, 1991, p.62).

Teaching vocabulary altogether with all of the aspects mentioned above is undoubtedly an important component of any vocabulary learning program. Furthermore, *“it is also necessary to provide multiple exposures to the word in different contexts and to teach word learning strategies such as using context clues, cognate information, and deciding when a word is important to know and to remember. Although teaching can make a real difference in vocabulary learning, explicit teaching of vocabulary is not enough; a dedicated teacher can teach perhaps 300-400 words per year.”* (Dalton and Grisham, 2011, p. 307).

### **Multimedia and vocabulary teaching**

Despite the fact that multimedia are omnipresent nowadays, teachers usually do not place them on their priority lists of vocabulary instruction strategies and materials (Berne and Blachowicz in Dalton and Grisham, 2011). Maybe teachers are not experienced in using multimedia when teaching vocabulary. But on the other hand, *“in the hands of a capable teacher, one who establishes an appropriate learning environment, computer activities can support conventional literacy development. Computer screens are spaces for encountering multiple modes and forms of meaning making that coverage in powerful ways to enhance*

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*children's language and literacy acquisition by making content memorable.*" (McKenna in Laboo et al.2011, p.583).

It can be concluded that teachers should think about their style of teaching and try to find the best way to implement technology into their teaching in general. When talking about a specific part of teaching EFL/ESL – that is teaching vocabulary, it should not be forgotten that if words are learned in context instead of some vocabulary lists, they are more likely to be remembered for a long time. For example, Malá and Dvorecký (2010) claim that even playing computer games helps to develop vocabulary. However, direct instruction still has its benefits and is necessary; recent research shows that students learn many more words indirectly through reading than from instruction (Cunningham and Stanovich; Nagy and Herman in Dalton and Grisham, 2011).

### **Strategies of implementing multimedia into vocabulary teaching**

Undoubtedly, there are plenty of ways and strategies of how to implement multimedia into teaching vocabulary. Dalton and Grisham (2011) use the term *eVoc* for such strategies, because they want to stress that the strategies rely on digital tools and resources and at the same time they want to suggest that "*evoking* of learning potential is possible when technology and media are part of the instructional mix ... we need to use the tools that 21<sup>st</sup> technologies afford us." (*ibid*, p. 306) Dalton and Grisham (2011), Viswantah (2011) and Constantinescu (2007) provide strategies for effective use of multimedia in teaching vocabulary. They can be summarized as follows:

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### 1. Learn from visual displays of word relationships within text

This strategy helps learners to become independent word learners. Visual displays and graphic organizers stress connection between the words. A great word mapping tool that supports visual representation of words is 'Wordle' – [www.wordle.net](http://www.wordle.net). It is a free web application that allows creating word clouds. The size of words in such word clouds is based on the frequency of words in a particular text. Teachers can use this application in order to stimulate students' thinking about the importance, meaning and/or the relationship of words as they analyse and create 'Wordle'.

Picture 1 Word Cloud 1



Picture 1 A screenshot of a word cloud on topic 'The Internet for English Language Teachers'

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Picture 2 Word Cloud 2



Picture 2 A screenshot of a word cloud on topic 'Computer Assisted Language Learning History, Presence, and Future?'

Teachers can use this very helpful application as a part of pre-reading activity, for example. They can ask questions, such as “What does this cloud suggest the article is about?”; “What are the most important words in the article?”; or after reading by asking “Do you think the word cloud captured what was most important to learn?”; “Are there any keywords or ideas that are left out?”, etc. Not only teachers but also students can benefit from such interesting creating of word clouds. Students themselves can manipulate with the word cloud’s layout, font and colour. In that way they are also integrating visual and verbal representations of words. Furthermore, at the same time they are developing an “important digital literacy skill in our visual society”, (Dalton and Grisham, 2011, p.309).

### 1.1 Recording vocabulary with the use of multimedia

At the beginning a teacher discusses several ways of recording vocabulary in notebooks. Then she should show



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For example, “Edraw mind map’ is a free mind map software with rich examples and templates which make it easy to create mind maps, brain-storming diagrams, project timeline, life planner, SWOT analysis and sketch maps” (<<http://www.edrawsoft.com/freemind.php>>) Mind maps can be created by a teacher (and used for such exemplary purposes as the presentation of new vocabulary, vocabulary revisions etc.) as well as by students.

There are also online applications for creating mind maps:

<<http://www.text2mindmap.com>>, <<https://bubbl.us>>.

### **2. Connect fun and learning with online vocabulary games**

Vocabulary games are another way of using multimedia in teaching vocabulary. There are plenty of webpages that provide ESL/EFL vocabulary games free of charge on the Internet. Games often include picture-word matches, word scrambles, crossword puzzles, etc. These websites are suitable for students’ independent practice and they can also provide a basis for whole group instruction. Examples for such webpages are:

<<https://learnenglish.britishcouncil.org/en/word-games/>>;

<<https://www.vocabulary.co.il>>;

<<http://www.eslgamesworld.com/members/games/vocabulary/>>;

<<http://www.learn-english; today.com/wordgames.html>>;

<<http://www.letshavefunwithenglish.com/games.html>>.

All of these webpages contain different categories and types of vocabulary games.

### 3. Connect fun and learning with multimedia videos

According to the results of their research on the effects of multimedia – enhanced instruction on the vocabulary of EFL learners, Silverman and Hines (2009) found that the investigated learners learned new vocabulary faster when it was reinforced by video clips. ESL/EFL learners (especially children) may have difficulties with understanding verbal definitions of words, but when a new item of vocabulary is read aloud and at the same time a picture or animation of the item is shown, it is much easier to remember it.

The webpages which provide such multimedia videos are:

<<http://www.multimedia-english.com/>>;

<<https://www.youtube.com/channel/SW3RtKQOy0lLE>>;

<<http://www.funenglishgames.com/videos.htm>>l.

If a teacher is creative enough, he/she can easily create her/his own specific vocabulary containing video with the use of Windows Movie Maker or other application for making videos.

### 4. Have students use media to express vocabulary knowledge

This strategy concentrates on students' vocabulary representations in multiple ways – writing, audio, graphic, video and animation. Students develop word meaning as they read a definition, listen to the word, create a caption for a graphic, write of audiotape a personal connection to the word, etc. In that way students can create both their own and group glossaries or blogs full of information about vocabulary (Dalton and Grisham, 2011).

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Such glossaries can be composed in PowerPoint or students can develop their blog, etc. where they add any content connected with the vocabulary.

### **5. Support reading and vocabulary learning with vocabulary reference support**

Nowadays, we have plenty of opportunities to use on online dictionaries, thesauri and other vocabulary reference support tools. Such reference tools can be both monolingual and bilingual. *“Rather than use print dictionaries or asking the teacher, students can learn to use online dictionaries and thesauri....when they have access to word help on demand, at the point of need,..... students tend to use them more often than print references and improve their understanding.”* (ibid. p.312) With the use of the online dictionaries the students get the information about word form, its meaning, grammar and word formation, which is (as already mentioned) a must when learning new item of vocabulary.

Such reference tools are:

< [www.vocabulary.com](http://www.vocabulary.com)>;

< [www.oxfordlearnersdictionaries.com](http://www.oxfordlearnersdictionaries.com)>;

<[www.onelook.com](http://www.onelook.com)>;

<[www.ldoceonline.com](http://www.ldoceonline.com)>;

<[www.thesaurus.com](http://www.thesaurus.com)>;

<[www.dictionary.reference.com](http://www.dictionary.reference.com)>;

< [www.slovník.sk](http://www.slovník.sk)>;

and many others.

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### ***Quiz yourself***

1. Why is teaching vocabulary so important?
2. What needs to be taught when teaching vocabulary?
3. What are some reasons for using multimedia in vocabulary teaching?
4. Why do not teachers use multimedia when teaching vocabulary?
5. Why is it good to use multimedia videos?
6. Why should teachers and students use visual tools for vocabulary teaching/learning?
7. What are the advantages of using online dictionaries and thesauri?

### 10 Multimedia and Grammar

The most controversial question in English language teaching is: “Should we teach grammar?”

One extreme was the grammar-translation method, which was based on teaching and learning grammar rules and translation exercises. On the other hand, communicative approach preferred teaching of language structures by using communicative activities without any special focus on grammar (*cf.* Harmer, 1993).

Moreover, language acquisition without learning, which happens when children acquire language without being taught, or when an adult picks up a language in a foreign country are processes without focused grammar teaching.

We agree with Harmer (*ibid.*) that students in language classes are in a different situation from children acquiring their mother tongue, or people picking up a foreign language in the natural environments. Thus, a combined approach is needed – it is necessary to provide the learners with opportunities and activities to help them acquire the language, but it is also necessary to help them learn the language consciously, i.e. to teach them. However, different students (age, proficiency level, learning style, motivation, etc.) need different approaches, methodologies, techniques, and, consequently, activities. Modern technologies, multimedia, and the Internet are here to help us satisfy all the needs of a variety in grammar teaching. Moreover, Harđošová and Malá (2003) claim that analytic and interactive features of computers can be effectively used especially in teaching grammar.

First of all, we should decide whether to use the *overt* or *covert* concept of teaching.

### Overt grammar teaching

The teacher provides the students with grammatical rules and explanations (Harmer, *ibid.*) Thornbury (2003) writes about this approach as “a deductive approach [which] starts with the presentation of the rule and is followed by the examples in which the rule is applied” (p. 29). He also uses the term “rule-driven learning”. This approach was typical for the grammar-translation method; however, it can be used without translation and usage of the student’s mother tongue. Many grammar books, course books and teachers use this approach. The explanation of rules is usually divided into two parts: the rule of form and the rule of use. In both, multimedia can serve to support teaching and/or learning.

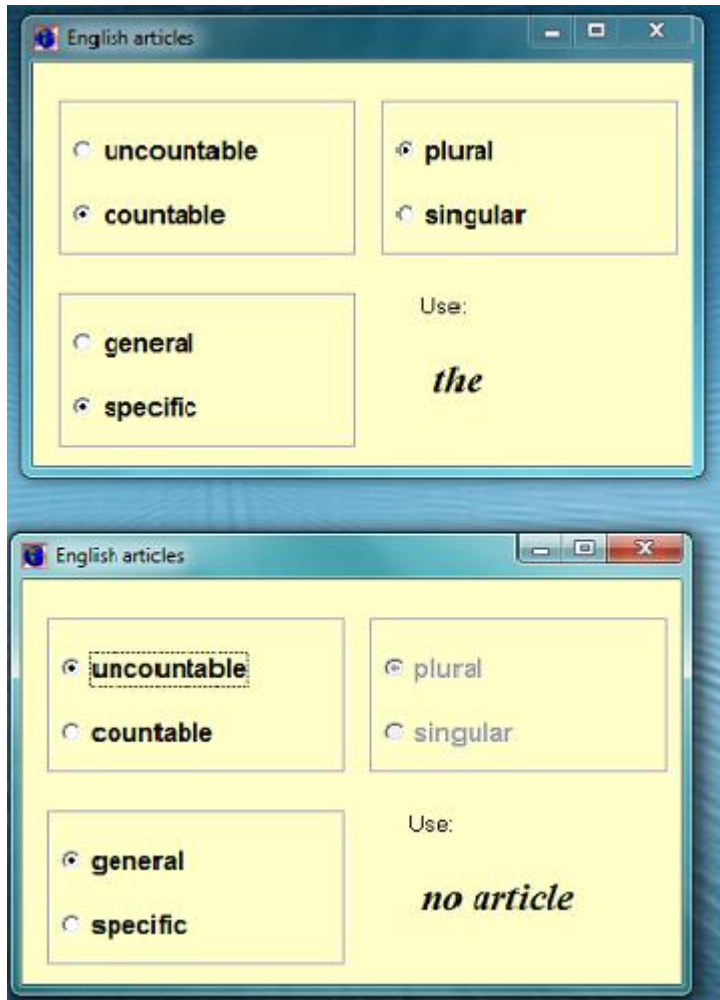
The rules can be found on the Internet with

- text explanations (e.g. <[www.grammarly.com/handbook/grammar/verbs/11/present-perfect-tense/](http://www.grammarly.com/handbook/grammar/verbs/11/present-perfect-tense/)>),
- texts hyperlinked further or with more detailed information (e.g. <[www.edufind.com/english-grammar/verbs/](http://www.edufind.com/english-grammar/verbs/)>),
- video explanations (e.g. <[www.youtube.com/watch?v=0Ri3QTT41f8](http://www.youtube.com/watch?v=0Ri3QTT41f8)>),
- or there can be used a simple program for the explanation of some basic rules.

In the Picture 1 there is an example of Cvicklovich’s article solver, created by a student. It helps explain basic rules in using definite and indefinite articles in English.

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Picture 1 Cvicklovich's article solver



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According to Thornbury (2003), deductive teaching is advantageous when we need a direct and efficient approach, respecting analytical learning style; however, it can be boring and demotivating, simplifying the language into a set of rules.

### **Covert grammar teaching**

This approach is described by Harmer (1993) as an approach which helps students to acquire and practise the language without conscious attention to the grammar rules. This way of teaching is also called inductive, or the rule-discovery (Thornbury, 2003). The learner studies examples, contexts and tries to derive the rule. Thornbury (*ibid.*) claims that induction, i.e. learning through experience is identified with the Direct Method or the Natural Approach.

Also in this approach multimedia can help the teacher to introduce a natural context, in which a particular grammar item is hidden. For these purposes online texts, videos, and/or virtual worlds can be used.

The differences between the two above-mentioned approaches can be seen mainly in the first stage of the so-called PPP (Presentation-Practice-Production) approach – the Presentation stage. Despite the fact that some scholars criticise it (cf. Criado, 2013), the PPP approach is widely used in ELT. Scott (n.d.) also recommends teaching grammar in these three steps. For the aim to analyse the potential of using multimedia in teaching grammar, these three steps can be easily applied. Since the first of them – Presentation is described above, the Practice and Production follow.

### Practice

In the second stage – Practice – the use of multimedia can be highly effective. One of the most benefited advantages of technologies is that they are never ‘tired’, which feature is used for practising grammar structures as many times as it is

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wished and needed. What is more, on the Internet interactive exercises, various games, puzzles, and quizzes can be found. It depends on the teacher, which of them he/she will consider the best for his/her pupils. There are several factors to consider:

1. age of learners,
2. language proficiency level,
3. interests,
4. learning styles,
5. availability of technologies,
6. time,
7. level of autonomy.

Harmer (1987) distinguishes oral grammar practice and written grammar practice exercises. Among the former he names drills, which are mechanical ways of making the learners demonstrate and practice a grammar item under the control of their teacher. However, the teacher can be replaced by a computer. In this case, its feature mentioned above (it never gets tired) can be used here.

On the internet, there are plenty of web pages offering drill exercises online. The teacher is just to choose the appropriate one, considering the factors mentioned above. The best exercises provide an immediate feedback, and/or hyperlinks to the explanation of the grammar item, praise shown by a smiley or a “Thumb up” button, a sound of clapping hands, etc.

Examples of two simple exercises can be seen in the Picture 2 and 3.

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### Picture 2 Past Perfect Interactive Exercise,

[Click here to download this exercise in PDF \(with answers\)](#)

#### Past Perfect - Positive and Negative

Make the positive or negative past perfect simple

1) When I arrived at the cinema, the film  (start).

**Correct!**

Check

Show Answer

2) She  (live) in China before she went to Thailand.

**Correct!**

Check

Show Answer

3) After they  (eat) the shellfish, they began to feel sick.

**Try Again!**

Check

Show Answer

4) If you  (listen) to me, you would have got the job.

**had listened**

Check

Show Answer

Retrieved from < [www.perfect-english-grammar.com/past-perfect-exercise-1.html](http://www.perfect-english-grammar.com/past-perfect-exercise-1.html)>

### Picture 3 Exercise on Modal Verbs

Choose the right modal verb

1. There are plenty of tomatoes in the fridge. You **needn't** buy any.
2. It's a hospital. You **mustn't** smoke.
3. He had been working for more than 11 hours. He **must** be tired after such hard work. He **had better** prefer to get some rest.
4. I **could** speak Arabic fluently when I was a child and we lived in Morocco. But after we moved back to Canada, I had very little exposure everything I knew as a child. Now, I **can** just say a few things in the language.
5. The teacher said we **should** read this book for our own pleasure as it is optional. But we **needn't** read it if we don't want to.
6. **Can** you stand on your head for more than a minute? No, I **can't**.
7. If you want to learn to speak English fluently, you **need** to work hard.
8. Take an umbrella. It **might** rain later.
9. You **shouldn't** leave small objects lying around. Such objects **may** be swallowed by children.
10. People **mustn't** walk on grass.
11. Drivers **must** stop when the traffic lights are red.
12. **May** I ask a question? Yes, of course.
13. You **needn't** take your umbrella. It's not raining.
14. **Can** you speak Italian? No, I **can't**.

Your score is: 90 %

**Wow you are doing well! You can do better!**

Try Again

Retrieved from < [www.myenglishpages.com/site\\_php\\_files/grammar-exercise-modals.php](http://www.myenglishpages.com/site_php_files/grammar-exercise-modals.php)>

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However, drills are rather monotonous, and despite all the advantages the computer and the Internet can provide (interactivity, colours, sounds, etc.), they can be rather boring. Especially (although not exclusively) young learners are more attracted by grammar games.

Internet games are either adapted from traditional board or “pencil and paper” games (e.g. Snakes and Ladders, Hangman), or they use the principles of computer games – e.g. catching and dropping items, as it can be seen in the Picture 3. There are also special games designed for the Internet users, e.g. Fling the Teacher (Picture 4).

### Picture 3 Action verbs Catching Game

#### Action Verbs Catching Game

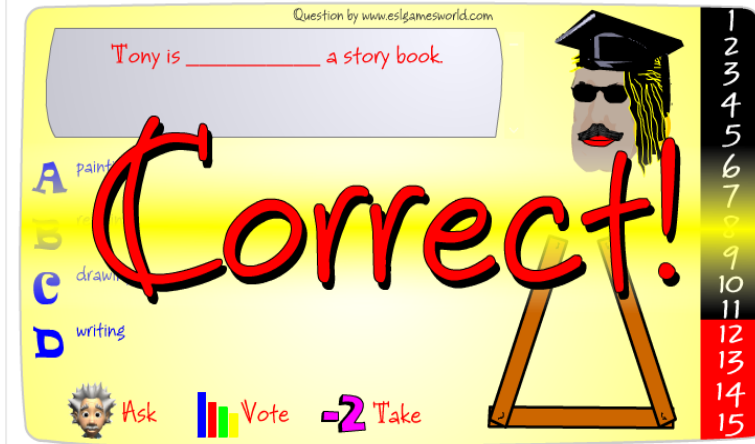
The verbs are speeding past. Catch them and drop in the bucket. Score more points by not missing a catch.



Retrieved from <  
[www.eslgamesworld.com/members/games/grammar/present%20tenses/action%20verbs%20catching.html](http://www.eslgamesworld.com/members/games/grammar/present%20tenses/action%20verbs%20catching.html)>

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### Picture 4 Present Progressive Action Verbs – Fling the Teacher Game



Retrieved from <  
[www.eslgamesworld.com/members/games/grammar/fling%20the%20teacher/actionverbs/present%20progressive%20multiple%20choice.html](http://www.eslgamesworld.com/members/games/grammar/fling%20the%20teacher/actionverbs/present%20progressive%20multiple%20choice.html)>

There are the games which do not need a computer laboratory and the Internet to make the learners have fun while practising grammar. On this webpage: <  
[www.eslgamesworld.com/members/games/templates/index.html](http://www.eslgamesworld.com/members/games/templates/index.html)> there can be found free templates of PowerPoint-based games, such as Millionaire, Jeopardy Betting, Taboo, Hidden Picture, etc. All of them can be used for practising grammar.

### Production

The third stage – production is the most important one. Without language production there is no communication. Without communication there is no sense of language learning. The school practice often shows the lack of attention devoted by teachers to this stage of grammar

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teaching/learning. They aim their activities just at practising, without production. As Thornbury (2003) argues, the PPP (Presentation – Practice - Production) model “allows the teacher to control the content and pace of the lesson, which [...] help them cope with the unpredictability of classroom life” (p. 128). Moreover, it is supported by the fact that “knowledge becomes skill through successive stages of practice” (*ibid.*). The same author also points out that the PPP represents an accuracy-to-fluency model delaying communication until accuracy is achieved, which can be counterproductive, as the learners may be capable of communication without being absolutely accurate.

“Fluency first” is proposed by the task-based teaching in the model: Task-Teach-Task (*cf.* Thornbury, *ibid.*). However, we are convinced that it is not necessary to create a strict division between these two approaches; moreover, they can be combined to reach the desired goal – accurate and fluent foreign language communication.

If the teacher converts the last “P” of the PPP model – Production into the last “T” from the TTT model (Task) and integrates grammar into the task-based approach, a new model PPT may be used. The Practice (Task) stage should be focused on the learners’ involvement in the language production. They should be given tasks that integrate grammar into two basic productive skills – speaking and writing. The tasks should be appropriate to the abilities and language competences of the learners – not too easy but challenging (e. g. a task, which will make the learners produce countable/uncountable nouns after the Presentation and Practice stages: “Make a list of items you need to buy for a party, discuss it with your friends.”). Scrivener in his book “Teaching English Grammar” (2010) accompanies all grammar items by tasks which are designed to make the learners use them, i.e. produce them.

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As in this stage grammar should be integrated into the speaking and writing skills, the use of multimedia in this field can be adopted from the chapters “Multimedia and Writing” and Multimedia and Speaking”. However, the teacher should be aware of the aim when setting the task, e.g. the task to write a letter (using the web letter generator) about daily routines will be aimed at producing the Present Simple, etc.



### *Quiz yourself*

1. Explain the differences between the overt and covert grammar teaching.
2. What is the PPP approach to teaching grammar?
3. Which factors should the teacher take into account when using multimedia in teaching/learning grammar?
4. What are the advantages of using multimedia in teaching/learning grammar?
5. How can grammar be integrated into the productive skills?

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### Appendices – Activities and Worksheets

#### A Planning a weekend in London<sup>6</sup> (Internet in TEFL)

**Aim:** students will be able to make arrangements; they will develop speaking and reading skills

**Level:** B1-B2

**Age:** 15 - and up

**Procedure:**

- The teacher starts with to ask students questions about London (e.g. Have any of the students ever visited the city? What did they do and see there? etc.).
- Then the teacher divides students into groups of 3-4 people and sets the task – students have to prepare a plan for a weekend in London. They should use the website <http://www.londontown.com/> and they have to arrange everything: a hotel, the restaurants, sightseeing, nightlife, shopping etc. Their budget is £600.
- Students have 20 minutes to complete the task. During this time, the teacher monitors the group work and helps them.
- After 20, each group presents their weekend arrangements.

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<sup>6</sup> Inspiration: DUDENEY, G. 2007. *The Internet and the Language Classroom*. Cambridge Handbooks for Language Teachers. CUP: 2007. ISBN 978-0521684460.



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### B Social networks (Reading and Multimedia)

**Aim:** to develop reading for gist, reading for detail, reading for specific information; to practise speaking and writing

**Level:** B1 - B2

**Age:** 15 – and up

**Procedure:**

#### **1) Pre-reading phase**

The teacher plays a video: ‘Dos and Don’ts when using social networks’ on Youtube and students watch it. Next step is a short discussion about social networks. Teacher may ask following questions:

What was the video about?

Which social networks do you use?

Which of the rules from the video do you follow?

What social sites do you know?

What are we going to read about? etc.

#### **2) While-reading phase**

- **Matching headings with paragraphs**

Students read the article and match headings with corresponding paragraphs.

After the reading students check the answers in pairs, then in a whole class.

*Note: Teacher can either print the text for the while-reading task or he/she can prepare it as an interactive matching task with the use of HotPotatoes software. In the second case, the text will be in an electronic form, thus pre-teaching of vocabulary*

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*is not necessary since unknown words will be hyperlinked with online dictionaries.*

- **True (T) of false (F)**

Students read the text again and mark T if the statement is true and F if it is false. They have to provide an evidence sentence from the text to support their statement.

After the reading they check the answers in pairs, then in a whole class.

- **Multiple choice**

Students open following webpage in their browsers and do the multiple choice quiz:

[esl.about.com/library/quiz/bl\\_social.htm](http://esl.about.com/library/quiz/bl_social.htm).

The teacher monitors the students until they successfully finish the task.

### **3) After-reading phase**

Students work in pairs or in small groups. Their task is to design their own social network.

Students should answer following questions about their new social network:

*How would it look like? Who are the target users?  
Think of a name for your social network. How would it work? Design a logo of your social network and describe it in your plan.*

Students add their plans to class's blog and then they can vote for the most interesting social network.

**Homework:** Students use following webpage <[www.classtools.net/FB/home-page](http://www.classtools.net/FB/home-page)> to create a fake profile of their most favourite singer or actor. Their task is to look for the pictures and information about him/her.

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### Social networks<sup>7</sup> - Worksheet

**Task 1: Read the article and match these headings with corresponding paragraphs. There is one extra heading you will not need.**

- a) Web 2.0
- b) Key to Success
- c) Social Networks
- d) MySpace Surprises Everybody
- e) Facebook – the most popular social network

1 \_\_\_\_\_

Do the names MySpace, Facebook, Orkut, etc. ring a bell? They probably do because they are some of the most popular sites on the internet today. These sites are all called 'social networking' sites because they help people meet and discuss things online. Each of these social networking sites has its own strengths: MySpace is especially popular among teenagers, Facebook is popular with college age people, Orkut is especially loved in Brazil, and CyWorld is the site to visit in South Korea. The common thread between all of these social networks is that they provide a place for people to interact, rather than a place to go to read or listen to 'content'.

2 \_\_\_\_\_

Social networks are considered to be web 2.0. What does this mean? To understand this, it's important to understand what the original web did (often called web 1.0). Back in the nineties, the internet - or web - was a place to go to read articles, listen to music, get information, etc. Most

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<sup>7</sup> The text is adopted from:

<[http://esl.about.com/od/readingintermediate/a/r\\_social.htm](http://esl.about.com/od/readingintermediate/a/r_social.htm)>.

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people didn't contribute to the sites. They just 'browsed' the sites and took advantage of the information or resources provided. Of course, some people did create their own sites. However, creating a site was difficult. You needed to know basic HTML coding (the original language the internet uses to 'code' pages). It certainly wasn't something most people wanted to do as it could take hours to get a basic page just right. Things began to get easier when blogs (from web log) were introduced. With blogs, many more people began writing 'posts', as well as commenting on other people's blogs.

3 \_\_\_\_\_

In 2003 a site named MySpace took the internet by storm. It was trying to mimic the most popular features of Friendster, the first social networking site. It quickly became popular among young users and the rest was history. Soon everyone was trying to develop a social networking site. The sites didn't provide 'content' to people, they helped people create, communicate and share what they loved including music, images and videos. The key to the success of these sites is that they provide a platform on which users create the content. This is very different from the beginning of the internet which focused on providing 'content' for people to enjoy.

4 \_\_\_\_\_

Relying on users to create content is the key to the success of web 2.0 companies. Besides the social networking sites discussed here, other huge success stories include: Wikipedia, Digg.com and the latest success - Twitter. All of these companies rely on the desire of users to communicate with each other, thereby creating the 'content' that others want to consume.

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**Task 2:** Decide if the following statements are true (T) or false (F) and support your decision with evidence (line of the evidence) from the text.

- a) The term “social network” is connected with meeting people and talking about anything face to face.

**T/F**

Evidence \_\_\_\_\_

- b) In the nineties, people used to just browse sites on the internet.

**T/F**

Evidence \_\_\_\_\_

- c) The first social networking site was MySpace.

**T/F**

Evidence \_\_\_\_\_

- d) The most important thing about social networks is that users create the content of these sites.

**T/F**

Evidence \_\_\_\_\_

- e) The “Wikipedia” is the social networking site.

**T/F**

Evidence \_\_\_\_\_

**Task 3:** Open following webpage in your browser:

**[http://esl.about.com/library/quiz/bl\\_social.htm](http://esl.about.com/library/quiz/bl_social.htm)** and do the quiz about the text you have just read.

**Task 4:** Work in pairs or in small groups. Try to create a plan for your own social network. How would it look like? Who are the target users? Think of a name for your social network.

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How would it work? Design a logo of your social network and describe it in your plan.

### **Homework:**

Use following webpage

<<http://www.classtools.net/FB/home-page>> to create a fake profile of your most favourite singer or actor. Search for the pictures and information about him/her. You will present your fake profile on the next lesson.

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### C Writing Letters (Writing and Multimedia)

**Aim:** Developing writing skills

**Topic:** Writing an informal letter

**Level:** A2 – B2

**Age:** 9 – 16

**Technologies:** Computer lab or an interactive whiteboard

#### Procedure

1. Revise paragraph writing
2. Brainstorm a topic for a letter matching your lesson plans.
3. Use the Letter Generator on this webpage <  
[www.readwritethink.org/files/resources/interactives/letter\\_generator/](http://www.readwritethink.org/files/resources/interactives/letter_generator/)>
4. Follow the steps and let your pupils write either one letter on the interactive whiteboard, discussing each step, or let every student write his/her own letter on the computer. In case of need, they may work in pairs.
5. Discuss and explain each step.
6. Analyze the final product. If possible, print the letters.
7. Ask pupils to write a letter on a different topic for homework.

Variation for higher levels and/or older pupils

Use the same webpage but chose The Business Letter Generator; otherwise the procedure is the same.



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### D The mystery begins... (Listening and Multimedia)

**Aims:** development of listening comprehension and vocabulary, development of speaking and writing

**Level:** B1 - B2

**Age:** 15 - 18 years

**Equipment:** PC with an installed copy of *Broken Sword 5*, wireless mouse, data projector, worksheets

#### **Procedure:**

##### **1) Pre-listening phase:**

- The teacher explains the class that they are about to play and watch a sequence from a point-and click adventure game *Broken Sword 5*. He then determines (by any means) who will be the player operating with the wireless mouse and introduces the basic game mechanics (mainly controls and the possibility of exploration via kind of in-scene hotspots).
- Before moving to the main task, the teacher plays intro of the game, where learners witness certain events from the past that are related to the game plot that takes place in present. After that, he pauses the game and encourages students to share their predictions about what is going to happen next.  
These actions are of course aimed at catching learners' interest before the main listening itself.
- The teacher resumes the gameplay. Final scenes of the game intro reveal what happens and provide students with necessary context. As the video ends, the teacher stops the game again to distribute prepared worksheets.

### **2) Listening phase:**

- The teacher asks the group to summarise the setting very briefly. Context (see also Pic. 1): A painting stolen from a rich Spanish family in 1937 hangs in a Paris art shop where the protagonists (Nico - a female reporter from France and George - an adventurous Englishman) and a few other characters (Father Simeon - a priest, Henri - the shop owner, and Laine - George's friend) drink champagne, when suddenly a man disguised as pizza delivery boy and carrying a weapon enters the shop and steals the painting leaving Henri shot to death on the floor and others in shock. Nico runs after the murderer, and George stays to investigate the crime scene before police arrives.
- After reviewing the situation in the story, the teacher explains carefully what to do next. Students have to navigate and guide the player (chosen at the very beginning) in obtaining information required to complete the comprehension-oriented tasks in the worksheets. They can instruct him which hotspots to click, persons to talk, or items to use, while each performed action triggers an aural stream (George's comments, dialogues with other characters, etc.) that contains info valuable for the tasks. Learners are instructed to take notes and write down all the pieces of information that are somehow related to the listening activity. The teacher facilitates the whole process (he explains unknown vocabulary, gives suggestions, hints, and cues, offers technical support, etc.). For this phase of the activity, clear instructions from the teacher are especially important.

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### 3) Post-listening phase:

- After the class has managed to get all the required information, the teacher checks if the comprehension process was successful in a conversation with learners. At the very end, they are asked to write a prediction on how the story will evolve, or they have to write how it will end. The writing activity can be also introduced for homework.



The scene described in the activity - (*Broken Sword 5: The Serpent's Curse* [DVD-ROM], 2014)

### The mystery begins... - Worksheet

**1.) Collect as much information about the stolen painting as possible. Guide the player throughout the scene and listen carefully to George's comments about the painting in order to reveal:**

- the title of the painting, name of the author, year of origin
- real worth of the painting, its worth compared to other pieces of art in the shop
- if it has some kind of security system to prevent from theft

**2.) Learn more about the crime by answering the below questions. Search the scene and question other characters to get clues that shed some light on the background of the mystery. Find evidence to support your claims.**

- Was the robbery driven by financial profit of the criminal or was it perhaps an 'inside job'? Why do you think so?
- Why did the alarm fail during the assault?
- Did the thief leave something behind? What can we say for sure about him?
- What does Father Simeon think about the thief and the crime itself?

**Personal notes:**

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**3a.) Somebody is 'out cold', and George is going to need something 'to bring him around'... Navigate George in the environment to find three items, and listen carefully to what he says about them. Then, use the correct one to bring the mentioned person around.**

**3b.) Using visual clues in the game, try to guess the meaning of the following phrases: *to be out cold; to bring somebody around.***

**Hints:**

- maybe a tiny and shiny tool can help
- someone seems to have good appetite
- Henri's pocket

**4.) What happens next? Write 100 words about how the story will continue or how it will end.**

*Nico and the thief vanished in the streets ... George finished talking to Laine, when he heard the police sirens nearby ...*



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### E Pocahontas and the Powhatan Indians (Speaking and Multimedia)

**Aim:** learners will discuss a story from history – development of speaking skills, listening skills and vocabulary

**Level:** B1-B2

**Age:** 15 and up

**Amount of lessons:** 2 – 4

**Equipment:** PC with an installed Skype account, wireless mouse, data projector, loudspeakers, a microphone and worksheets

#### **Website and materials to be used:**

Skype provides a webpage for educational purposes and a Pocahontas video is included as a part of one lesson available on the link: <[education.skype.com/](http://education.skype.com/)>.

In order to have access to all lesson materials it is important to sign in with an already existing Skype account.

Once inside the application for using Skype in the classroom the teacher has several options for viewing materials. In order to access the above mentioned story (Pocahontas and the Powhatan Indians) it is necessary to search for the topic through the search tool "*find lesson*" in the section "*history*" and specify the age group. There are also other options for other themes based on the area of interest in order to provide focus for speaking activities during a lesson. Possible topics are available under these headings: culture, history, math, music, religion, science etc..

When the teacher is logged in and has found the Pocahontas story he/she will find an option available through a lecturer – a guest speaker for an online lesson via Skype <[education.skype.com/partners/46-virginia-historical-](http://education.skype.com/partners/46-virginia-historical-)

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society/guest\_speakers/254> where a native speaker, Shireen Malakooti, presents the chosen topic. For this lesson the teacher must register and set a precise date for the lecture to take place. This request puts the teacher on a waiting list and contact will be made regarding further procedures. Along with the video the lecture is also accompanied by other useful materials such as a picture gallery and a pdf packet with suggested pre- and post-programme activities.

### **Lesson plan:**

#### **Introduction Section**

- At the beginning of the lesson the teacher explains to the learners that they are going to have a discussion about the story of Pocahontas and her tribe. The whole activity may be divided into several lessons (stages) as determined by the learners' pace during discussion and the conversation that learners will have with a native speaker through Skype.
- The first step is to provide a short introduction to the topic. The learners will become familiar with the life story of a famous American historical character in order to practise the spoken English around this topic. This activity will blend the targeted language and a specific subject – history. The viewing of a short video about Pocahontas will then occur. Learners will be listening to the story. Following the video the teacher may ask a few questions to start brief discussion about this historical character. For example:
  - 1.) According to the video who was Pocahontas?
  - 2.) From what sources do we get information about her?
  - 3.) What was her position and responsibility within the tribe?

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- The discussion regarding Indian lifestyle may continue while looking at the picture gallery. The teacher may ask learners about more information connected to the general knowledge of the native people of North American area.

### Main Section

- After the introduction to the topic learners may continue the activity from the preceding lesson which depends on the time frame. When everything has been arranged and discussed with the guest speaker, Shireen Malakooti, <[education.skype.com/partners/46-virginia-historical-%20society/guest\\_speakers/254](https://education.skype.com/partners/46-virginia-historical-%20society/guest_speakers/254)> the teacher connects the class with the presenter through the Skype application. According to the age of learners and their span of attention the guest lecturer gives a short explanation about Pocahontas life and also about the life of Powhatan Indians. It may last from 10 to 20 minutes in order to conform to the learners' ability to follow the speech of a native speaker. The teacher is the mediator that manages the whole process. After the short lecture the discussion may start. This is an opportunity for learners to ask Malakooti several questions regarding what they want to know about Pocahontas' life or other curiosities that came to mind while listening to the story. When the discussion is over learners may work on those post-programme tasks that are included within the packet or they may workout the questions that are connected to the quiz worksheet (included below). The question sheet provides stimulus for further discussion either during this lesson period or at a later time. Working in pairs or small groups would give further opportunity for discussion and the teacher could circulate to offer pronunciation or vocabulary assistance. The teacher may wish to have learners review all of the worksheet silently in order to prepare for such discussion.

### Closing Section

In this part (or possibly during another lesson) the teacher and the class may finish the activities listed above or they may go through other interesting information or for variety play games that are also available on the same topic at: <<http://www.bbc.co.uk/schools/primaryhistory/famouspeople/pocahontas/>>. Oral practice continues to be the main focus.

### Notice

When using a Skype education activity the teacher needs to realize that it is important to arrange the lesson in advance as there is a difference of time zone between Slovakia and the U.S.A. For that reason he/she must arrange a possible time frame with the key speaker. It is possible that the lesson may be available only in the afternoon and therefore this lesson can be used for afternoon lessons only. As it has been mentioned previously there are also options to find other interesting lessons connected to other topics perhaps from Great Britain or Ireland where the time difference is less.

The teacher needs to consider a possibly lengthy waiting list time and prepare his/her teaching schedule accordingly. Planning must also revolve around the guest lecturer's availability. For the pace and level of knowledge of learners the teacher must also consider and discuss the length of the presentation and other information regarding the discussion with the native speaker. (According to the official information that have been sent within an e-mail to the author's personal account, the Virginia Historical Society currently offers this programme on Tuesdays, Thursdays, and Fridays between 9 am and 3:30 pm EST /*Eastern Standard Time - 6 hours difference from Slovak time*/ but if it does not meet the

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teacher's schedule, they should be informed and they will do all they can to accommodate the needs of the class.)

Another option to use Skype within the class is available if the English teacher has contact with native speakers abroad who are willing to help, possibly by giving lectures online. In this case he/she needs to organize suitable topics, length of presentation, timing of the lesson etc. as well as to prepare materials for class work.

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### Quiz Worksheet

The following worksheet was adapted from the official BBC page about historical characters <[www.bbc.co.uk/schools/primaryhistory/famouspeople/pocahontas/](http://www.bbc.co.uk/schools/primaryhistory/famouspeople/pocahontas/)>. The learner's task is to choose the correct answers to the questions given below and explain the reason for the choices made. If he/she is unsure of an answer the teacher can provide copies of the Pocahontas' story (the written story of Pocahontas that can be used as a reading activity is available at the same page, the teacher needs only to print copies). These can be handed out for further discussion between the learners and teacher or possibly with the speaker.

Q 1: How did Pocahontas save John Smith?

- a) She rescued Smith from a bear.
- b) She nursed Smith when he was sick.
- c) She asked her father not to kill Smith.

Q 2: Who lived at the same time as Pocahontas?

- a) William Shakespeare
- b) Florence Nightingale
- c) Christopher Columbus

Q 3: What new name did Pocahontas take?

- a) Sarah
- b) Rebecca
- c) Mary

Q 4: How was Pocahontas captured?

- a) She was kidnapped on a ship.
- b) She was shot while out for walk.
- c) She fell into a trap in the forest.

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Q 5: What did Pocahontas' people make bread from?

- a) Tobacco
- b) Maize
- c) Bananas

Q 6: Pocahontas' husband's name was:

- a) John W. Glass
- b) John Smith
- c) John Rolfe

Q 7: How did Pocahontas die?

- a) Because of cancer.
- b) Because she caught smallpox.
- c) Because she felt homesick.

Q 8: Who was/were Pocahontas' child/children?

- a) She had a daughter
- b) She had a son.
- c) She had twins.
- d) She had no children.

Q 9: Write down four activities that Native American boys and girls were doing during the time of Pocahontas' life.

- a).....
- b).....
- c).....
- d).....

Q 10: The houses that Pocahontas lived in were made from:

- a) Wood, straw and inside was a fire place on the floor.
- b) Wood, bark and inside was a fire on the floor.
- c) Wood, mud and inside was a stone floor.



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### F Famous constructions (Multimedia and Culture)

**Expected outcomes:** students are able to describe two famous man-made structures (Stonehenge and the Empire State Building) using suitable adjectives and nouns; they gain new cultural knowledge

**Level:** B2

**Age:** 15 and up

**Procedure:**

- Divide your students into groups of 4 - 5 people.
- Distribute prepared worksheets.
- Tell the groups that they have to use "Google Images", "Flickr", or "Instagram" (in case they have an account) to search for pictures of Stonehenge and the Empire State Building.
- Explain them that they have to use selected photos and their current knowledge to complete the first task (to choose suitable adjectives and nouns for describing the given constructions).
- To complete the second task (to find out requested facts about the structures), members of one group have to visit the "English Heritage" webpage while members of the other one use two websites, "Emporis.com" and "Esbny.com".
- The next step is then to send the selected pictures on a class email, webpage, Facebook, etc.
- Then, the teacher uses a data projector to project the images on the wall, and each group has to complete the third task (to make a short presentation of the given structure using the vocabulary from the 1<sup>st</sup> task and facts from the 2<sup>nd</sup> one).

### Famous constructions - Worksheet

**1.) Look at your downloaded photo/s of Stonehenge, and decide which adjectives and nouns from the list are most suitable for describing it. In some cases, there are more options.**

**Location:** country / urban area / mountaintop / sloping spot / grassland

**Shape:** rectangular / rhombus-like / circular / square / amorphous / ring-shaped / shapeless

**Material:** brick / sand / steel / gemstone / wood / plaster / rock / dirt / straw

**Function:** observatory / sheltering / religious / ritual / astronomical / curing

**Type of construction:** statue / monument / obelisk / column / building / rampart / megalith

**Atmosphere:** relaxed / tranquil / disruptive / celestial / calm / mysterious

**2.) Using the virtual tour function available at the “English Heritage” webpage, find out information and the “graffiti” and ancient carvings in Stonehenge. Take notes.**

**Hints:** In the virtual tour, use your mouse to rotate the camera. You can also click on the white hotspots to learn more.

**3.) Present Stonehenge using the words from task 1 and information obtained in task 2.**

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**1.) Look at your downloaded photo/s of the Empire State Building and decide which adjectives and nouns from the list are most suitable for describing it. In some cases, there are more options.**

**Location:** rural area / urban area / hillside / suburb / avenue /

**Height:** tiny / elevated / lofty / tall / sky-high / knee-high

**Material:** stone / straw / steel / wood / glass / brick / concrete / soil

**Function:** business / residential / commercial / touristic / political / juridical

**Type of construction:** building / monument / skyscraper / house / zeppelin port / pillar

**Atmosphere:** noisy / relaxed / crowded / calm / tense / silent / claustrophobic

**2.) With the help of the web pages “emporis.com” and “esbnyc.com”, answer the following questions.**

- a.) Where exactly is the Empire State Building located?
- b.) How do we call the applied architectural style?
- c.) When did its construction start, and when was the building officially opened?
- d.) Which famous persons visited the building soon after opening?
- e.) What was the original intention with the building’s roof?
- f.) How many windows and stairs are there in the building?

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- g.) What was probably the worst day in the history of the Empire State Building?
- h.) How does the Empire State Building celebrate different cultures and causes in the world community?

**3.) Present the Empire State Building using the words from task 1 and information obtained in task 2.**

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### G Body parts (Multimedia and Vocabulary)

**Aim:** students will know to name parts of the body

**Level:** A1

**Age:** 6 - 8

**Procedure:**

- Teacher asks students if they can name parts of their body and explains that they are going to learn to name most of the parts of the body
- Teacher plays the video 'Learn Body parts!' (<<https://www.youtube.com/watch?v=qYL5e1B7aKU&list=RDQkHQ0CYwjaI&index=2>>) on Youtube. Students listen and repeat the parts of the body
- Teacher asks students to stand up and plays the video for the second time; students repeat and show the parts of the body
- Students do *Task 1* in their worksheets; their task is to match body parts with its names; teacher monitors the class
- Students work in pairs – one student tells the part of the body to the partner and his/her partner has to show it; teacher monitors the class
- Teacher then says each part of the body aloud and all of the students have to show it
- Students work on computers – they open a webpage <http://learnenglishkids.britishcouncil.org/en/make-your-own/make-your-monster> in their browsers and make their monsters with the use of various body parts
- *Note: if students cannot work on computers, they can draw a monster and name its body parts*

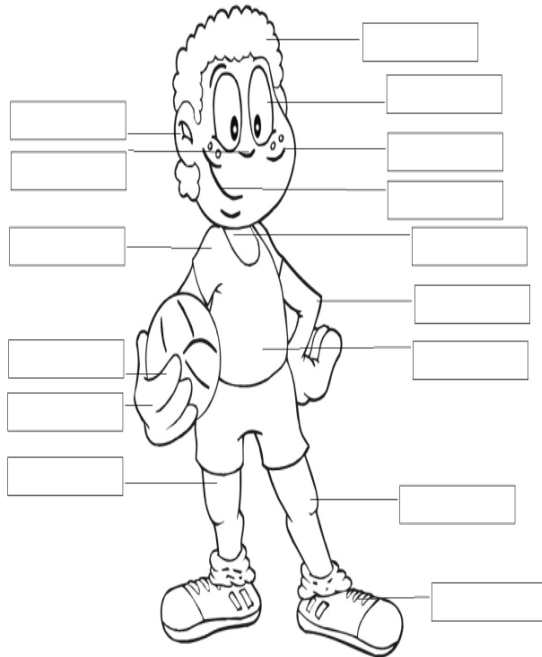
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### Body parts - Worksheet

**Task 1** Give a name to the boy in the picture and name his parts of the body<sup>8</sup>.

**ear hair eye cheek mouth shoulder nose belly  
finger elbow knee leg foot neck hand**

His name is \_\_\_\_\_



<sup>8</sup> A source of the picture: <http://www.coloringpages.pics/free-printable-coloring-pages/boy-coloring-pages-for-kids/attachment/boy-coloring-pages-for-kids-145/>

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### Marriage

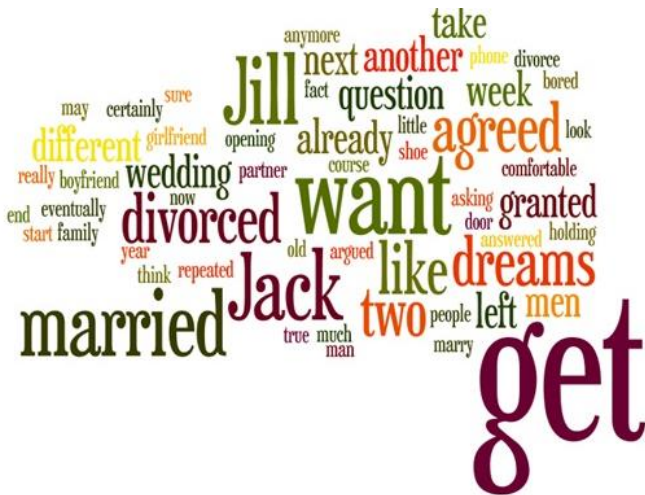
**Aims:** students will be able to use vocabulary connected with dating and marriage correctly.

**Level:** B1 - B2

**Age:** 15 - above

**Procedure:**

- Use following word cloud to revise vocabulary from the previous lesson.



- Ask questions about word cloud – ‘It is a word cloud created from a story - what is this story going to be about?’; ‘What are the most important words in the article?’ etc.

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- Students work in pairs or in groups of four; their task is to write a short story based on the vocabulary from the word cloud and upload the stories on the class's blog or Facebook group.
- Students read their stories and the teacher plays (<http://www.eslyes.com/eslread/ss/s013.htm>) the original story. A short discussion about the stories follows.

*Note: students can vote for the best story, e.g. if students upload the stories on Facebook, the most Liked story wins.*

**Homework** – students learn new items of vocabulary from the following webpage  
< [www.visuwords.com/?word=wedding](http://www.visuwords.com/?word=wedding) >. They can check the meaning in an online dictionary.

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### H Rally (Multimedia and Grammar)

**Aim:** to practise Present Continuous tense

**Topic:** Present Continuous tense

**Level:** A1

**Age:** 9 - 10

**Technologies:** Computer with an Internet connection, projector, 2-4 wireless mice

#### Procedure

Practice stage

1. The teacher shortly revises the Present Continuous by asking simple questions, pre-teaches unknown vocabulary (to blow bubbles, to fly a kite, to kick a ball, to sweep the floor, to clap).
2. The teacher opens the webpage <[www.eslgamesplus.com/action-verbs-present-progressive-grammar-game-rally-game/](http://www.eslgamesplus.com/action-verbs-present-progressive-grammar-game-rally-game/)>, where the Rally game starts.
3. The teacher divides the class into the groups according to the number of wireless mice he/she has at his/her disposal.
4. The groups build the picture of their character and give it a name. Creativity and fun should lead this part of the activity.
5. The game starts and teams compete. They pass the mouse after each sentence to the next member of the team.
6. The fastest team wins.
7. The whole game takes 5 to 8 minutes.

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The learners learn new vocabulary items, and practice forms of the Present Continuous tense. The form of competition increases motivation, building characters is fun and the learners feel involved. Using movement, music and colourful images, the learning process is enhanced, moreover, more learning styles are satisfied. The teacher should guide the activity to make all children active.

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