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**MULTIMEDIA MATERIALS TO FACILITATE
VOCABULARY ACQUISITION IN FORM 5
ENGLISH LESSONS**

MASTER PAPER

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PEDAGOĢIJAS, PSIHOLOĢIJAS UN MĀKSLAS
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**MULTIVIDES MATERIĀLI VĀRDU KRĀJUMA
APGUVES VEICINĀŠANAI 5 ANĢĻU VALODAS
NODARBĪBU VEIDĀ**

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DECLARATION OF ACADEMIC INTEGRITY

I declare that this study is my own and does not contain any unacknowledged work from any source.

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ABSTRACT

Multimedia materials are one of the most important innovations in the field of educational technology to improve the process and outcomes of teaching and learning foreign languages. With the development of Information and Communication Technology (ICT), the computer-based materials for language teaching and learning become more and more popular. Many studies and researchers have examined multimedia material's effectiveness from a number of perspectives. However, the effectiveness of multimedia materials for vocabulary acquisition in primary English lessons has not been paid sufficient attention to. Therefore, the present research was carried out with the aim to explore if multimedia materials facilitate vocabulary acquisition in form 5 English lessons.

Phenomenology was used as a research method within the empirical research. The research data were obtained through interview, questionnaires and observation as the data collection methods. Based on the data obtained in the research framework, the conclusion can be drawn that multimedia materials are effective in facilitating vocabulary acquisition. The data obtained in the research framework confirmed that (a) multimedia materials provided the opportunity for the teacher to use a variety of techniques and approaches in teaching vocabulary; (b) students were more interested in multimedia materials which comprised the elements of text, audio, images and video; (c) multimedia had both advantages and disadvantages; (d) some schools had insufficient support reporting the necessity of teacher training and the lack of equipment to implement multimedia activities in English lessons.

Based on the research outcomes, it can be concluded that the application of multimedia materials in English lessons facilitates students' vocabulary acquisition.

Key Words: Multimedia materials, English as a foreign language, vocabulary acquisition, foreign language studies

ANOTĀCIJA

Multivides materiāli ir viens no svarīgākajiem jauninājumiem izglītības tehnoloģiju jomā, kas palīdz uzlabot svešvalodu mācību vadīšanas un mācību apguves procesu un rezultātus. Pateicoties informācijas un komunikācijas tehnoloģiju (IKT) attīstībai, datorizētie valodu mācību vadīšanas un apguves materiāli kļūst arvien populārāki. Daudzi pētījumi un pētnieki ir analizējuši multimediju materiālu efektivitāti no dažādiem skatupunktiem. Tomēr multivides materiālu izmantošanas efektivitāteivārdu krājuma apguvei angļu valodas nodarbībāsnav tikusi pievērsta pietiekama uzmanība. Tāpēc šis pētījums tika veikts ar mērķi izpētīt, vai multivides materiāli atvieglo vārdu krājuma apguvi 5 angļu valodas nodarbību veidā.

Empīriskā pētījuma ietvaros kā pētniecības metode tika izmantotafenomenoloģija. Pētījuma dati tika iegūti, izmantojot intervijas, aptaujas un novērojumus, kā arī datu vākšanas metodes. Pamatojoties uz pētījuma ietvaros iegūtajiemdatiem, var secināt, ka multivides materiāli ir iedarbīgivārdu krājuma apguves veicināšanā. Pētījuma ietvaros iegūtie dati apstiprināja, ka (a) multivides materiāli sniedza skolotājiem iespēju izmantot dažādus paņēmienus un pieejasvārdu krājuma mācību vadīšanā; (b) skolēni bija ieinteresētāki izmantot tos multivides materiālus, kas sastāv no teksta elementiem, audio, attēliem un video; (c) multivides materiāliem bija gan savas priekšrocības, gan trūkumi; (d) dažas skolas nebija pietiekami informējušas par nepieciešamību apmācīt skolotājusun iekārtu trūkumumultivides darbību īstenošanaiangļu valodas mācību stundās.

Pamatojoties uz pētījuma rezultātiem, var secināt, ka multivides materiālu izmantošana angļu valodas mācību stundās veicina skolēnu vārdu krājuma apguvi.

Atslēgas vārdi: multivides materiāli, angļu valoda kā svešvaloda, vārdu krājuma apguve, svešvalodu apguve

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Introduction

For all language teachers, teaching foreign language vocabulary is an important issue. Teachers of foreign language should understand that sufficient vocabulary is of fundamental importance for effective communication in a foreign language. According to Hatch and Brown (1995), vocabulary stands for different words which are used by all speakers in all languages. Many scholars state the importance of vocabulary. For instance, Harmer (2001) highlights the importance of vocabulary by saying, "If language structure makes up the skeleton of the language, then it is vocabulary that provides the vital organs and the flesh." McCarthy (1990:8) underlines the importance of vocabulary by saying that: "No matter how well the students learn grammar, no matter how successfully the sounds of L2 (second language) are mastered, without words to express a wide range of meanings, communication in L2 just cannot happen in any meaningful way." Harmer (2001) further states that an ability to manipulate grammatical structure does not have any potential for expressing meaning unless words are used.

Over the years, the benefits related to the use of multimedia materials in the language classroom have been a topic of lively debate. Multimedia is one of the most important innovations in the field of educational technology to improve the process and product of teaching and learning. The use of multimedia materials has been widely accepted as a useful and effective tool in the realm of foreign language acquisition and learning. Many researchers explored various methods of vocabulary presentation. In their vocabulary learning studies, they stated the corresponding effectiveness in vocabulary retention. They aimed to increase students' learning through different types of multimedia materials to explain the meaning of new words which is becoming more and more popular.

Research Topicality

Nowadays, one thing that cannot be denied is that students live in a media world. They are surrounded by different sorts of visual technologies, for instance, photography, film, video, digital graphics and television. All these different sorts of

technologies and images offer views of the world through different technological devices. This phenomenon can give English language educators a lot of inspiration during the teaching process and many scholars have been involved in the scientific discussion in this area. According to Bauer (2002:31), with computer technology, Web-based learning has become a common choice in education institutions. Similarly, a number of researchers have discussed the benefits of presenting information using multimedia components such as visual text, spoken text, graphics, and videos in language learning (Al-Seghayer, 2001; Chun & Plass, 1997; Duquette & Painchaud, 1996; Ehsani & Knodt, 1998). In their studies, information presented in text, spoken words, graphics, and video formats can be integrated to create an authentic, attractive, and multi-sensory language context for EFL learners (Sun & Dong, 2004). Kost, Foss, and Lenzini (1999) found that EFL learners performed better in both production and recognition vocabulary tests when they were allowed to use a combination of visual text and graphics.

Latvia is an EFL environment where learners seldom have opportunities to get exposed to English except in classes. Nevertheless, the class hours are usually so limited that it is impossible for teachers to spend sufficient time on students' vocabulary learning. Students should learn to be more autonomous in building up vocabulary by means of employing efficient approaches.

Due to lack of appropriate learning environment for language learners' particular needs, most students in primary schools face a lot of challenges in learning English as a foreign language. For instance, many students have low motivation in studying English, sometimes students need distinct and suitable strategies to learn a foreign language concept, sometimes students need a slower pace of instruction, and special attention to specific aspects of the foreign language effectively, such as the vocabulary acquisition and grammar rules. Sometimes students need extra tutoring in the language because of their boring learning program in school. Teachers, therefore, may need training in methods of addressing the special needs of some students in their classrooms. They may require additional time and resources to establish a classroom appropriate for students with diverse needs and abilities. They may need to work

together with students with learning difficulties to determine what accommodations might be most beneficial for these young learners.

Due to the important role of vocabulary in learning a foreign language, the need for vocabulary development has come to the forefront of literacy instruction. As early as the primary grades, students begin to acquire a significant number of vocabulary knowledge through different ways. The more vocabulary knowledge learners have, the better comprehension takes place. Therefore, it is not difficult to understand that learners should employ suitable strategies to learn vocabulary and researchers explore effective approaches to teach vocabulary.

Researchers have been exploring this issue — the effectiveness of using multiple modalities — from different aspects of foreign language learning, such as in vocabulary learning, reading, writing, listening, speaking. With the belief that English as foreign language (EFL) learners depend “heavily on visual clues to support their understanding” (Çakır, 2006:2), watching different types of videos, with or without subtitles, has been recommended as a pedagogical tool for foreign language learners and teachers. That is to say, multimedia materials are useful to language learning and teaching when they are presented at the right time and place.

Over the years, the benefits related to the use of multimedia materials in the language classroom have been a topic of lively debate. Mayer (2005:477) states that multimedia is one of the most important innovations in the field of educational technology to improve the process and product of teaching and learning. The use of multimedia materials has been widely accepted as a useful and effective tool in the realm of foreign language acquisition and learning. "Several of our own studies have explored the use of annotations in second-language multimedia environments for reading and listening comprehension. These studies investigated how the availability of visual and verbal annotations for vocabulary items in the text facilitates vocabulary acquisition as well as the comprehension of a foreign language literary text. They found that especially the availability of picture annotations facilitated vocabulary acquisition, and that vocabulary words learned with picture annotations were better retained than those learned with textual annotations (Chun & Plass, 1996a). Moreover,

according to Chun & Plass (1996a), incidental vocabulary acquisition and text comprehension was best for words where learners looked up both picture and text annotations (Plass et al., 1998).

Numerous studies have examined the relationship between multimedia materials and vocabulary acquisition, however, some have been conducted among intermediate or high level students, for example, several studies chose research samples in secondary school or at university. However, few studies have investigated the issue of vocabulary acquisition within a multimedia environment in primary school. Based on the introduced facts, the following research question was put forward:

Research Question

The research set out to explore the **effectiveness of multimedia materials to facilitate vocabulary acquisition in primary school**. Specifically, in a summarized way, the main perspectives addressed based on the research question included the following aspects:

In particular, from the teacher's dimension, the following issues were addressed:

1. The main forms of multimedia materials in the primary English lessons.
2. The challenges of teaching vocabulary for teachers.
3. The frequency of using multimedia materials in the lessons.
4. Strategies and techniques teachers apply designing multimedia materials and to implement various multimedia materials in English lessons.
5. What makes multimedia materials effective in English lessons.

From the students' dimension, the research questions included the following aspects:

1. What the students' attitudes towards multimedia materials are.
2. If the use of multimedia in the language classroom increases students' motivation and participation in the lesson.
3. If the students consider that the use of multimedia in the language classroom may help them to focus their attention on the topic.
4. What the common ways for students to learn vocabulary in the English lesson are.

5. What the challenges of learning vocabulary for students are.

From the schools' dimension, the research question included the following aspects:

1. If the school provides all the necessary equipment for the teachers to use multimedia material in the language classroom.

2. If the school provides opportunities for teachers to create their own multimedia materials.

Based on the research questions, **the research aim** was to investigate multimedia materials as a tool to facilitate vocabulary acquisition in form 5 English lessons.

To reach the research aim, the following **objectives** were put forward:

1. To review the theoretical literature on the following topics: (a) approaches and methods to teaching English as a foreign language (EFL), (b) multimedia approaches to teaching and learning; (c) vocabulary acquisition with multimedia and (d) approaches to EFL learning and acquisition with multimedia.

2. To conduct an empirical research, phenomenology was chosen as the main research approach, as phenomenology approach is particularly effective at bringing to fore the experiences and perceptions of individuals from their own perspectives. What is more important is that, this approach normally translates into gathering 'deep' information and perceptions through inductive, qualitative methods such as: interviews, discussions, participant observation, representing it from the perspective of the research participants.

3. To design questionnaires to collect teachers' and students' opinions and information, providing sufficient data to analyze and draw conclusions.

4. To conduct an interview to understand the current multimedia teaching situation in Latvia and China.

5. To conduct observation to gather authentic data on the following aspects: teaching environment, teaching resources, curricula and pedagogic styles of the observed school.

Data Collection Methods

The following data collection methods were used:

Questionnaire, Interviews and Observation.

The **data analysis and processing methods** included:

Content analysis and thematic coding approach for qualitative and quantitative data analysis.

Research sample

The research sample comprised 54 respondents who have completed the online-based questionnaire (they were both English teachers who came from different schools with different teaching experience and taught different level students) and 30 respondents (students came from Rīgas Valda Zālīša primary school).

For interview, the research sample comprised 18 English teachers (8 respondents came from Latvia and 10 respondents came from China).

For observation, the research sample comprised 30 participants (students of Rīgas Valda Zālīša primary school) and their English teacher.

The detailed sampling procedures are described in the corresponding subchapters of the empirical research.

Significance of the study

In the 21st century, benefits from the new technologies such as computers and interactive whiteboards, lead to new opportunities for teachers to integrate multimedia materials inside the classroom. Even though these opportunities increase every year, they are not fully exploited in the language classroom, due to a number of reasons such as the inadequate educational facilities, limited classroom teaching time and so on.

As an international global language, English has an important and crucial role in every field of education. Therefore, it is logical to look for influential ways to improve the knowledge of English. Employing new techniques and strategies that are based on new technology and then implementing them in the curriculum, a new and interesting way to cope with the difficulties in mastering English can be found. Computer-based multimedia instruction may lead to basic change in curriculum and bring a new, different and more attractive environment into English classrooms than the traditional classroom lectures.

This paper will first summarize the important role that multimedia materials play from a cognition perspective, a Foreign Language Acquisition (FLA) perspective, then review the researches on the impact of multimedia material usage on young learners' vocabulary acquisition. Next, the issues of the extent of the usage of different multimedia models for vocabulary acquisition in primary school in Latvia will be discussed, together with its outcomes and implications.

English teachers in the primary school have an obligation to keep up with the pace of the development of science and technology, and it is of great significance and responsibility to innovate and improve teaching skills constantly. Multimedia age teachers need a thorough understanding of the concepts, skills and subject methods that they teach, the ability to develop effective physical and virtual learning environments, establish and maintain learning relationships, participating in collaborative and critical professional networks. Therefore, it has become a trend that a teacher has knowledge of a wide range of learning and administration tools in the multimedia age.

Finally, suggestions for further research on the matter will be offered, and some pedagogical implications and practical techniques about the ways teachers can use multimedia material inside and outside of their English language classrooms most effectively will be discussed.

Limitations of the Study

Due to the scope of this research, it was difficult to collect data from the entire recommended population sample, so this study is limited by the number of participants based on applying a convenience sampling technique. Additionally, due to time constraints, the study was conducted only in form 5 English lessons, which means it examines English language teaching and learning focusing on only one level of education--primary. Therefore, the findings might be representative for a specific population and might not contain specific conclusions for a wider range of FL teaching and learning environments.

A limitation of this paper is that a close study of all levels of education in the areas of curriculum personnel and institution is necessary for a full understanding of

the effectiveness of multimedia materials support for vocabulary learning in EFL classrooms. Future studies should include surveys and other scientific approaches to access the attitudes and investigate FL learning using multimedia materials.

The outline of the Chapters

The outline of this paper is as follows. Chapter 1 reviews the literature on language learning strategies and vocabulary learning strategies from the following aspects: (1) the definitions of multimedia, (2) approaches and methods to English as a foreign language (EFL) (3) vocabulary acquisition with multimedia. Chapter 2 describes multimedia approaches to teaching and learning, including approaches to EFL learning and acquisition with multimedia. The implementation of multifarious multimedia materials in English lessons will also be conducted. Chapter 3 introduced the research design and research methodology. The background of the participants and the description of the sample will be stated. Moreover, the procedures of data collection, data processing, interpretation and analysis are outlined. Finally, chapter 4 gives a summary on the present study, proposes the pedagogical implications, describes the limitations, gives recommendations for further study, and draws conclusions in the framework of the thesis.

1. Conceptualizing Vocabulary Acquisition: Theoretical Perspectives

The purpose of this chapter is to provide an overview of existing literature on foreign language acquisition from various aspects. Related theories such as the cognitive approach, the structure approach will be discussed. And a summary of the recent literature about the approaches to foreign language learning and acquisition with multimedia were been provided.

1.1 The Factors Affecting the Acquisition of Vocabulary

English vocabulary is complex, with three main aspects related to form, meaning, and use, as well as layers of meaning connected to the roots of individual words (Nation & Meara, 2010). Recent vocabulary studies draw on an understanding of lexis, the Greek for word, which in English “refers to all the words in a language, the entire vocabulary of a language. Phrases like these involve more than one word but have a clear, formulaic usage and make up a significant portion of spoken or written English language usage. Also called formulaic sequences (Alali & Schmitt, 2012), they are central to English vocabulary learning and therefore worth teachers’ attention as they teach vocabulary (Lewis, 1993).

Another reason states the English vocabulary is complex is that the term vocabulary has a range of meanings in different contexts. For example, according to Snow, Griffin, and Burns (2005), some teachers use the term to mean sight-word vocabularies, which means referring to students’ immediate recognition of words in print; some other teachers refer to words students understand as their meaning vocabularies. Still other teachers use the term to mean listening vocabularies, or students’ understanding of words that they hear in the spoken language. Content teachers use the term academic vocabulary to refer to content-specific words. Taking into account that the research sample of this research are primary school students, the term vocabulary in this paper refer to students’ understanding of oral and print words. Vocabularies include conceptual knowledge of words that goes well beyond a simple dictionary definition.

Vocabulary teaching is a process, but the aims of vocabulary acquisition are clear:

not only make students memorize the words as much as possible, but also make them master their skills of vocabulary memorizing and train their ability of guessing words meaning from contexts.

A number of studies have shown that vocabulary size in young learner is a strong predictor for success in later grades: the wider the children's vocabularies in the primary forms, the greater their academic achievement in the upper forms. The National Reading Panel (NRP; National Institute of Child Health and Human Development, 2000) analyzed scientific studies that led them to conclude that readers' vocabulary is strongly related to their understanding of text. The NRP explained that when students are taught key words before reading a text, they have greater comprehension than students who do not receive such instruction.

To a great extent, during the learning experience, one challenge with English is its complex vocabulary, which requires focus and some guidelines in order to help students develop greater word knowledge so that they might use vocabulary items effectively.

Students often instinctively recognize the importance of vocabulary to their language learning. As Schmitt (2010:4) noted, "learners carry around dictionaries and not grammar books". Because it is a changing, growing reality, English vocabulary is challenging and increasing. As Ur (2012: 3) aptly stated, unlike grammar, "lexical items . . . are an open set, constantly being added to (and lost, as archaic words gradually go out of use)". Perhaps this situation is most evident with computer-related vocabulary, such as the Internet, e-mail, and Web browser, which was not commonly used even 15 years ago. Now, though, everyone seems to know these items and how important such realities are to their lives and work. English vocabulary's expansion is exciting, but it also means that teachers and students alike need to be in the habit of learning vocabulary.

1.2 Technology in Language Teaching

Technology in English Language Teaching (ELT) classrooms has a particular significance mainly because it can promote interactivity, allows teachers using different types of media to motivates learners. With the development of society and

technology, Technology in language teaching is more and more popular. Indeed, technology is becoming increasingly important in both our personal and professional lives, and our teachers and learners are using technology more and more. Dudeney and Hockly (2007:5) stated that technology has been around in language teaching for decades- one might argue for centuries, if we classify the blackboard as a form of technology. Tape recorders, language laboratories and video have been used since 1960s and 1970s, and are still used in classrooms around the world. As technology continues to infiltrate our schools, it becomes evident that "traditional definitions of reading, writing, and communications, and traditional definitions of best practice instruction-derived from a long tradition of book and other print media-are insufficient in the 21st century"(IRA, 2009,n.p.).

Technology has a critical potential to offer in that sense in order to make learning more interactive, meaningful and authentic. As Hockly (2014:8) stated that technology is “...enabling learners to access learning materials in places, and in formats, that were previously impossible” .That is to say, the technology has solved the problems and removed the obstacles which appeared during the past teaching process. For example, the problems of time and space for learning.

Even more importantly, technology is believed to foster meaningful learning to what De Haan (2005) and Jonaessen (2007) refer as the learning which results in knowledge being transferred to other contexts and remaining applicable, unlike rote learning. This is particularly significant for EFL learners, which provides multifarious opportunities to use the language outside the classroom through different ways. This view is also supported by Agbatogun (2012) who claims that a language is best learnt especially on condition that students are given a chance to interact with each other and find themselves in situations where they can apply the target structures.

As we all know, teachers have varying levels of access to computers and technology, and teach in all sorts of contexts to all sorts of learners. There are some ways of implementing technology in the language classrooms. For example, the Computer-based materials for language teaching, often referred to as CALL (Computer Assisted Language Learning), appeared in the early 1980s. Probably one

of the best-known early CALL activities is that of text reconstruction, where an entire text is blanked out and the learner recreate it by typing in words. For all of these activities the computer often offers the learner feedback, ranging from simply pointing out whether the answer is correct or incorrect to providing more sophisticated feedback, such as showing why the learner is mistaken and offering remediate activities. The CALL approach is one of that is still found on many published CD-ROMs for language teaching. Pearman and Lefever-Davis (2006) found that CD-ROM storybooks improved reading comprehension for schoolchildren.

Another way is as access to Information and Communication Technology (ICT) has become more widespread, so CALL has moved beyond the use of computer programs to embrace the use of Internet that web-based tools.

The term TELL (Technology Enhanced Language Learning) appeared in the 1990s, in response to the growing possibilities offered by the Internet and communications technology. (Dudeny and Hockl, 2007)

Although the use of ICT by language teachers is still not widespread, the use of technology in the classroom is becoming increasingly important, and it will become a normal part of EFL practice in the coming years. Multimedia is one of the important innovations in the field of educational technology to improve the process and product of teaching and learning.

Over the years, the benefits related to the use of multimedia materials in the language classroom have been a topic of lively debate. "Several of our own studies have explored the use of annotations in second-language multimedia environments for reading and listening comprehension. These studies investigated how the availability of visual and verbal annotations for vocabulary items in the text facilitates vocabulary acquisition as well as the comprehension of a foreign language literary text. We found that especially the availability of picture annotations facilitated vocabulary acquisition, and that vocabulary words learned with picture annotations were better retained than those learned with textual annotations (Chun & Plass, 1996a).

There are many reasons for technology in language teaching:

- Internet access-either in private homes or at public places-is becoming

increasingly available to learners.

- Young learners are growing up with technology, and it is natural and inseparable part of their lives. For these learners the use of technology is a way to bring the outside world into the classroom. And some of these young learners will in turn become teachers themselves.

- English, as an international language, is being used in technologically mediated contexts.

- Technology, especially the Internet, presents us with new opportunities for authentic tasks and materials, as well as access to a wealth of ready-made ELT materials.

- The Internet offers excellent opportunities for collaboration and communication between learners who are geographically dispersed.

- Technology is offered with published materials such as course books and resource books for teachers.

- Learners increasingly expect language schools to intergrate technology into teaching.

- Technology offers new ways for practice language and assessing performance.

- Technology is becoming increasingly mobile. It can be used not only in the classroom, lecture hall, computer room or self-access centre, it can also be used at home, on the way to school.

- Using a range of ICT tools can give learners exposure to and practice in all of the four main language skills-speaking, listening, writing and reading.

As the introduction of web 2.0 technologies in the 21st century, technological advancements became an integral part of our daily lives. Everyone can feel the power of science and technology. For example, increased availability of tablets, smart phones and applications that address any user needs, unprecedentedly changed the way people live. Today, students prefer digital technologies and interactivity more than ever. And the fact that it is now easier to access the Internet and technological tools leads scholars in the field of education to put more effort into the integration of technology into teaching (Wang, 2014).

1.3 Defining Multimedia

Multimedia must be regarded as more than simply using more than one medium, but instead the integration of multiple forms of media. Vaughan (1993:3) declared multimedia is any combination of text, graphic art, sound, animation, and video that is delivered by computer. Collins and colleagues, for example, define multimedia broadly as “a way of presenting material (often learning material) which involves three or more of the following media” (Collins et al, 1997):

- speech or other sound
- drawings or diagrams
- animated drawings or diagrams
- still photographs or other images
- video clips
- text (printed word).

Schnotz.W (2005:49) states the meaning of term multimedia on different levels. According to his view, on the level of technology, multimedia means the use of multiple delivery media such as computers, screens, and loudspeakers. On the level of presentation formats, multimedia means the use forms of representations such as texts and pictures. On the level of sensory modalities, multimedia means the use of multiple senses such as the eye and the ear.

Modern multimedia teaching methods are largely a product of the last decade, the Internet era. While in 1992, multimedia was still a “rapidly developing new technology” that educators were told to approach with caution (Head, 1992), by 2001 multimedia had become virtually synonymous with electronic media and the new Internet technology. Based on the findings of his study, Vaughan (2014:3) believes that multimedia will provoke radical changes in the teaching process during the coming decades, particularly as smart students discover they can go beyond the limits of traditional teaching methods.

Formally defined as any technology that combines different media (sound, text, photographs or videos) in one presentation format, multimedia is now associated with networked computers and their media capabilities, as graphically delivered to users

via the World Wide Web.

It is important to know how instructional technology like multimedia can aid language learning. As a matter of fact, EFL classes all around the world, suffer from a lack of opportunity for exposure to the target language. Because of this phenomenon, it is vital and of great significance for learners to be able to access materials and tools maximizing the effectiveness of in-class instruction. Additionally, the lack of equal participation of students due to teacher centered teaching is a problem as opposed to what constructivism suggests. Chen and Chung argue that developing modern learning tools that support effective English learning is a critical issue in English-language education (as cited in Taki & Khazaei, 2011).

Using technology allows the teachers to address multiple learning types and differentiate the delivery. Also, mobile technologies carry a potential to help students achieve more especially in language classrooms where interaction and engagement plays a vital role. This study contributed to the growing body of literature of SRS and, also, at the end of the study, implementations were reflected on to offer practical pedagogies to be used in today's classrooms. It addressed several gaps to be filled by the future research.

Mayer (1997:17) believes that " in computer-based multimedia learning environments students have the opportunity to work easily with both visual and verbal representations of complex systems; but to fruitfully develop these potential educational opportunities, research is needed in how people learn with multimedia" There is, indeed, a move away from the transmission or passive-learner model of learning to the experimental learning or active-learner. In some instances, teachers may become more like guides and mentors, or facilitators of learning, leading students along a learning path, rather than the more traditional role of being the primary providers of information and understanding. The students, not teachers, become the core of the teaching and learning process.

Lin and Chen (2007:83) note that "instructional materials developed using multimedia are believed to be able to facilitate learners' information processing, and to enhance effective cognitive encoding due to the multiple representations that

trigger both visual and verbal modes of processing in human beings". Given the positive impacts of visual and verbal representation of instructional materials, it seems reasonable to use new technologies like computer-based instruction and multimedia.

1.4 Approaches to FL Learning and Acquisition with Multimedia

The approaches taken to the teaching and learning of foreign language have changed considerably over the past 40 years, loosely mirroring the development of psychological theories and models of teaching and learning. A brief overview of some of the most important approaches might be helpful in defining what constitutes foreign language learning and acquisition with multimedia (Kern & Warschauer, 2000).

The structure approach, advocated early in the 20th century, focused on the system of structure that defines a language and viewed language learning as the formulation of habits. Following the influence of behavioral psychologists such as Jone Watson and B.F. Skinner, language competencies were thought to be best attained by drills of dialogues and language patterns based on linguistic categories, and with an emphasis on grammatically correct responses to linguistic stimuli. Plass and Jones (2005) found that these drills, including, for example, audio-lingualism, where grammar and vocabulary are taught orally, were designed without consideration of the cognitive or social processes involved in these competencies (Mayer 2005:468).

Advocates of what has come to be known as the cognitive approach to learning challenged the behaviorist view in the late 1950s and early 1960s by emphasizing the importance of considering the mental process involved in learning. In language learning, Noam Chomsky proposed that language development was facilitated by innate cognitive structure, not by behavioral reinforcement (Chomsky, 1957). With this approach, foreign language teaching began to focus on developing learners' use of cognitive strategies to improve competence in the language and incorporated learning materials that were based on understanding of learners' cognitive processing of the information (Bacon, 1992; Chamot, 1995; Chamot,& Kupper, 1989; Long,1989; O'Malley, Chamot, &Walker,1987; Plass, Chun, Mayer, & Leutner, 1998;

Postovsky,1981; Rost,1990). With the spread of the cognitive approach, the process of language learning was no longer restricted to passive, drill-and-practice, grammar-based activities but instead emphasized the development of linguistic competencies based on prior knowledge, linguistic knowledge, and interaction with and understanding of the text (Fischer & Farris, 1995; Joiner,1986, 1997; Lynch, 1995;Pusack & Otto, 1997).

The notion of active learning emphasized by the constructivist perspective could not be realized without introducing a social component into the learning process. The sociocognitive perspective focus on the interaction of and communication among learners, redefining language competence by extending its linguistic focus to include sociolinguistic and communicative competence (Atkinson, 2003). In this approach, the development of language competences is seen as embedded in the particular sociocultural context that emphasizes both the learners' development of cognitive structures and the social component of discourse and activity (Canale & Swain, 1980).

The study of language and its acquisition has long been an important source for the development of cognitive theory (e.g., Johnson Laird, 1988; Just& Carpenter, 1992; Kintsch, 1998). The study of second-language acquisition, however, introduces several variables, such as communication with other learners and authenticity of the language input. Most of the research that included these variables employed research designs that are less suited for the advancement of cognitive theory. In addition, the absence of models or theories combining second-language acquisition theory and cognitive theories of multimedia learning makes it even more difficult to find studies that incorporated both approaches.

2. Conceptualizing Multimedia Approaches: Theoretical Perspectives

A brief overview will be given of previous research on foreign language learning acquisition enhanced by multimedia materials and the previous researches on multimedia in foreign language acquisition from the perspective of vocabulary.

The review will focus on four issues: (a) multimedia approaches to teaching and learning; (b) vocabulary acquisition with multimedia; (c) teaching and learning vocabulary under multimedia environment; (d) implementing of multifarious multimedia materials in English lessons.

2.1 Multimedia Approaches to Teaching and Learning

For the past 20 years, Mayer and his colleagues at the University of California, Santa Barbara have been engaged in a sustained effort to construct an evidence-based theory of multimedia learning that can guide the design of effective multimedia instructional messages (Mayer 2001, 2002, 2003a; Mayer & Moreno, 2003).

Mayer's (1997, 2001, 2002) cognitive (generative) theory of multimedia learning (CTML) is probably the most influential theory for FL learning via multimedia in the past ten years, and has been referred to as a theoretical basis by many studies (e.g. Al Seghayer, 2001; Jones & Plass, 2002; Jones, 2003; Chun & Payne, 2004). A fundamental hypothesis underlying research on multimedia learning is that multimedia instructional messages that are designed in light of how the human mind works are more likely to lead to meaningful learning than those are not. (2005:31)

The CTML is based on three cognitive science principles of learning: the human information, processing system includes dual channels for visual/pictorial and auditory/verbal processing. (Mayer, 2005)

The CTML takes a step beyond dual-coding theory in modeling the detailed learning process in a multimedia environment. According to the theory, such a process contains three subcomponents: (a) selecting relevant verbal and visual information from the multimodal input, (b) organizing the selected information into the verbal and visual mental representations, and (c) integrating the resulting verbal and visual

representations with each other (Mayer, 1997, 2001). Learning is therefore more likely to occur when learners can build meaningful connections between the verbal and visual mental representations. Many design principles for effective multimedia learning have been proposed on the basis of this theory, such as presenting relevant verbal and visual information simultaneously (a principle that is applied in the design of many multimedia Computer Aided Assessment (CAA) materials), reducing cognitive load (e.g. Mayer & Moreno, 2003; Moreno, 2004), and taking learner differences into consideration (e.g. Moreno & Duran, 2004).

Plass and Jones (2005) identified a connection between Mayer's cognitive theory and the interactionist perspective of Second Language Acquisition (SLA) theories — the former emphasizes the means to enhance meaningful input through dual presentation of words (aural and/or written) and pictures (static and/or moving), while the latter addresses the importance of comprehensible input (Krashen, 1982,1985) to SLA. By virtue of the connection, they created an integrated model of SLA with multimedia which intertwines ideas from both sides.

Plass and Jones' model theorizes the input-based L2 learning process in a multimedia environment and implies that the provision of additional visual information in parallel with the effectiveness of the modes of input in interaction with learners' cognitive and metacognitive processing for comprehension (Jones, 2006a). In this respect, the model is in line with the information processing theory which claims that, because comprehension and production draw on the same underlying knowledge source, input-based learning will facilitate both (VanPatten, 2007). In such a model, L2 learners process multimodal input by first selecting useful verbal and visual information (apperception) and organizing this information into comprehensible verbal and visual mental representations (comprehension). They then develop the mental representations respectively into verbal and visual model (intake) which eventually become integrated in their linguistic systems (integration).

2.2 Vocabulary Acquisition with Multimedia

English as Foreign Language (EFL) learners often adopt various strategies to memorize vocabulary words. For instance, vocabulary learning is often used with

strategies such as word lists or paired associations in which new words are presented with their translations. These strategies often require learners to memorize pair associations directly (Sun & Dong, 2004). Brown and Payne (1995:383) have identified five steps to vocabulary acquisition: (a) having sources for encountering new words; (b) getting a clear image, either visual or auditory or both, of the forms of the new words; (c) learning the meaning of the words; (d) making a strong memory connection between the forms and the meanings of the words; and (e) using the words.

Over the past decade, research on vocabulary acquisition with multimedia has significantly expanded our knowledge of how multimedia can enhance students' vocabulary development. Numerous studies have examined the relationship between multimedia input and vocabulary acquisition.

One of the first to examine the effects of multimedia glosses for vocabulary development were Lyman-Hager and Davis (1996), who integrated a computer program into the French foreign language curriculum and discussed vocabulary acquisition and students' glossing choices for 262 intermediate level students studying French. Similarly, Tozcu and Coady (2004) conducted a case study that examined the outcomes in vocabulary acquisition when using interactive computer-based texts as opposed to traditional materials. The aim was to determine the effect of direct vocabulary instruction via computer assisted learning as opposed to traditional vocabulary training via print texts. Moreover, the effect of this direct instruction on reading comprehension and word recognition speed and therefore reading rate were also analyzed.

Jone and Pass (2002) investigated similar questions in the context of listening comprehension by providing students with a choice of pictorial and written verbal annotations for vocabulary in a listening text. They found that students recall more vocabulary and remembered more ideas from the text when they chose both verbal and visual annotations for unknown words. However, results of delayed vocabulary and comprehension tests showed that, over time, the effect of visual annotations decayed much less than the effect of verbal annotations, emphasizing the importance

of visual input in listening comprehension.

According to Plass and Jones (2005:472), early research on vocabulary learning with text and pictures has consistently found an input enhancement effect that resulted in better retention of vocabulary words when they were paired with pictures, a finding that led to the development of the dualcoding theory (Deno,1968; Paivio, Chark, & Lamber,1988; Paivio & Desrochers, 1979). In some cases, retention of the word was displayed before the written presentation (Brown, 1993)

Chun and Plass (1996a) present the positive results of three studies with students in their second year of German who used Cyberbuch, a multimedia application offering various types of annotations (picture, text, video). The goals of this study included the exploration of incidental vocabulary learning, and the examination of the effectiveness of multimedia annotations on vocabulary acquisition. The results of this case study supported previous research on the effectiveness of different types of annotations, according to which visual imagery was found to help in learning and retention of new foreign words. Moreover, visual multimedia advance organizers were found to help not only recalling new words, but also act as facilitators of reading comprehension, which stresses the close relationship between vocabulary and reading (Chun and Plass, 1996b: 512). Text with picture annotations produced the best results in the recall protocol focusing on reading comprehension.

Other research with learners of English as a foreign language (EFL) has found that students who received an advance organizer in the form of a text paragraph better comprehended the input they received from an interactive videodisc application than students who did not, regardless of their level of efficiency of English learning strategies and their level of program control (Yeh & Lehman, 2001). Additional research has shown that when advance organizer includes pictures and text, students acquire more from the materials that follow than when they only include text. (Herron et al.,

Duquette and Painchaud (1996:144), looking at previous research on the influence of visual media on learning, concluded that “learning vocabulary in context is facilitated when the text contains contextual cues... and when... prior knowledge is

activated”. In their research, prior knowledge included both a relationship between L1 and L2 words and a familiarity with the subject matter. They found that both video and audio cues, including extralinguistic cues, were effective in supporting the learning of new vocabulary; however, video led to greater gains.

2.3 Teaching and Learning Vocabulary within the Multimedia Environment

In order to teach English effectively, strategies are very important. According to Barcroft, Sunderman, & Schmitt (2011:571), teaching vocabulary is not just about words; it involves lexical phrases and knowledge of English vocabulary and how to go about learning and teaching it. Also Mayer et al. (2009) and Petersohn (2008) assert, it is not the media that causes learning; instead, it is the way it is integrated into teaching and implemented. This view is later supported by Hockly (2014) who acknowledges that it is “... the choice of not just hardware and software but the teaching and learning approach and the instructional design of materials must be aligned to the reality of the ... educational contexts.”

Other studies have explored the relationship of the multimedia environment to learning and comprehension (Brett, 1997; Grezel & Sciarone, 1994). Herron, York, Corrie, and Cole (2006) compared two foreign-language classes: one that used a packaged curriculum with a video component as its primary means of teaching new material, and a second course that relied on a more traditional textbook with supplementary media enrichment. Students in the first group made greater gains in both listening comprehension and grammar. Research confirms that repetition of comprehensible information, delivered in varying forms, multimedia environment, is associated with greater rates of measurable learning and comprehension.

The basic issues for EFL teachers, not only include how to teach vocabulary, grammar, different kind of language skills and how to plan lessons are also important issues. Teaching vocabulary is not a single process, most teachers would choose to teach the vocabulary in combination with other aspects of language acquisition skills, such as improving students' speaking and writing skills, which reach a more effective teaching goal.

In modern language classroom, the multimedia environment not only plays an

important role in the vocabulary learning, but also in other language aspects. For example, as teachers face the challenge of implementing the multimedia to advance expectations that students learn more vocabulary and diverse texts through the grades, multimedia learning experience can support reading skills and help spark a love of learning in all students.

Grover and Hannegan (2012:13) gave an good example, for advanced students who read quickly and avidly, combining e-book reading with audio book listening can force them to "slow down and fully grasp the language, humor, and context" because listening to an audio nartation inevitably means "no skimming"; every single word is presented to the listener. In traditional text forms, readers typically rely on print texts and two dimensional pictures to make meaning. While in the modern digital time, reading may encompass a range of formats such ad interactive or hyperlinked texts, animations, and audio. Furthermore, the combined reading and listening experience allowed modern students to adjust their reading rate and tackle unfamiliar or difficult-to-read words. For many students, the extra audio support improved their reading stamina, enabling them to read more and for longer periods of time.

Other research with learners of English as a foreign language (EFL) has found that students who received an advance organizer in the form of a text paragraph better comprehended the input they received from an interactive videodisc application than students who did not, regardless of their level of efficiency of English learning strategies and their level of program control (Yeh & Lehman, 2001). Additional research has shown that when advance organizer includes pictures and text, students acquire more from the materials that follow than when they only include text. (Herron et al.)

Another issue that is relevant for interactive processing is the level of control over the order and place as well as choice of materials that learners are afforded in a multimedia environment. A study by Yeh and Lehman (2001) provided students of English foreign language (EFL) with a range of 7-10 years of previous English instruction with identical reading materials about historical events in the Middle East in two treatment groups. In the learner-controlled condition, students were able to

review and access helpful material as needed. In the program-controlled condition, students had a predefined pace and sequence of the instruction. Results showed that students who could freely interact with the material and access information as desired recalled more ideas from the text than learners who did not have control over pace and order. In addition, learners with less-efficient English-learning strategies performed significantly worse in the program-controlled condition than in the learner-controlled condition, whereas learners with more efficient strategies did not differ.

Language learning involves understanding and remembering a great amount of abstract information. By adding a visual dimension and provide a multimedia environment to language, teachers can help make complex concepts more concrete and more memorable. In his article, Simon (2016) looked at some of the possibilities for exploiting representations of language in the form of symbols and diagrams. Roberta Linder (2015) also shared her ideas that "Through their engagement with challenged or banned picture books and informational websites, and their analysis of the controversial texts, students can become more aware of words and pictures and the influence that can be exerted by individuals and groups who raise opposition to the content of provocative picture books."

A lot of teaching practice and teaching examples had proved the positive significance of multimedia teaching in language teaching. More and more teachers have been motivated and increased the interest by the use of multimedia technology in the foreground daily teaching activities. Equally important, more and more students will also benefit a great deal from the multimedia materials. It is conceivable that, with the development of multimedia, and the scientific and technological innovation, more and more new forms of multimedia will appear in our education.

2.4 Implementing of Multifarious Multimedia Materials in English Lessons

In modern English classroom, more and more teachers have implemented the multimedia materials during their teaching process to facilitate the effectiveness of learning.

Price's (1983) early work with captioned TV and its positive effects on

understanding and vocabulary acquisition has been confirmed by others, including Neuman and Koskined (1992), who found that the combination of text and visuals had the strongest effect.

Gibbons (2015) showed a good example and evidence on using wordless picture books. He states that teachers need to allow plenty of time for looking at and talking about the pictures (Gibbons, 2015) as well as inviting connections to home-culture images and experiences. Because when teachers remove the language input, wordless picture books allow EFL learners to share the critical experience of engaging with a visual text. The perceived freedom to participate in shared viewing of wordless picture books leads to a deeper engagement and guides the EFL learners to access more layers of meaning.

Apart from using wordless picture books, foreign language educators have been using video, online communication, Web-based authentic materials in the target language, and speech recognition to elicit meaningful output with much success in the classroom (Bernstein, Najimi & Ehsani, 1999; Chun,2001; Herron, Dubreil, Cole,& Corrie, 2000; Lee, 1998; Nelson, & Oliver,1999).

In the study of the effectiveness of annotations in listening comprehension, Jones (2004) used different types of vocabulary tests to examine students' vocabulary acquisition. One vocabulary test subscale employed test items based on recognition of words and recognition of pictures, another employed test items consisting of recall of words. The results of this research showed that the teaching model (visual and verbal annotation available) did not affect performance on either the pictorial or written recognition subscale, but that on the verbal recall subscale, learners who had received pictorial annotations did not perform as well as learners who had received verbal annotations or both types of annotations. These results suggest that in multimedia learning environments, teaching models and test models should be compatible, and that testing should not be conducted using textual items only when the instructions involved pictures.

Nikolova (2002) conducted a study which uses the multimedia annotations to test elements of Channell's (1988) theory that second-language learners will acquire more

vocabulary when they are engaged in developing lexical associations as they encounter new vocabulary. In her study, she examined and compared the outcomes of learners as a result of either learning from a computerized text that contained sound, text, and images as annotations, or of being asked to develop their own multimedia annotations. Nikolova (2002) found that those students who were motivated to develop their own annotations could recall vocabulary from the text better when time on task was not considered than groups that received premade annotations. She also concluded a critical result about why the group difference disappeared when time on task was included in the analysis. She concluded that, although students' vocabulary acquisition benefited from the development of their own multimedia materials, additional time is required because of the creative activity itself.

Additionally, from the literature review carried out on the use of multimedia with different level school EFL students, it was found that, even though multimedia has been experimented with larger groups of different level students resulting in positive perception, there is not so much empirical study on the implications of multimedia for EFL classrooms in primary school group settings. Particularly, multimedia materials used in vocabulary learning is an under-studied topic. The majority of literature in relation to the use of the multimedia in educational settings focuses on the choice of materials that learners are afforded in a multimedia environment.

It is clearly there is no single technology that works best. Therefore, in spite of mixed findings in previous studies, the multimedia pedagogical implications underlying implementations are still a trendy and any study related to language classrooms has a greater potential for designing the learning environments of the future.

3. EMPIRICAL RESEARCH

3.1 Research Design

To conduct the empirical research, phenomenology was chosen as the main research approach. As " a phenomenological study is one that focused on descriptions of what people experience and how it is that they experience what they experience. One can employ a general phenomenological perspective to elucidate the importance of using methods that capture people's experience of the world without conducting a phenomenological study that focuses on the essence of shared experience." (Patton, 1990:71). Therefore, phenomenology approach is particularly effective at bringing to fore the experiences and perceptions of individuals from their own perspectives. What is more important is that, this method normally translates into gathering 'deep' information and perceptions through inductive, qualitative methods such as: interviews, discussions, participant observation, representing it from the perspective of the research participants.

The phenomenological inquiry is particularly appropriate to address meanings and perspectives of research participants. The major concern of phenomenological analysis is to understand "how the everyday, inter-subjective world is constituted" (Schwandt, 2000)

The following data collection methods were used:

Questionnaire, interview and observation.

The data analysis and processing methods included:

Content analysis and thematic coding approach for qualitative and quantitative data analysis.

1. Analysis of descriptive statistics;
2. Validity and reliability analysis;

The analysis of descriptive statistics comprised the quantitative analysis of different viewpoints about different questions between Latvian respondents and Chinese respondents.

The aim of the analysis was to compare the current multimedia teaching context

between Latvia and China, which allowed for the reliable and logical conclusions based on statistical data.

The in-depth description of the research procedure is presented in the corresponding subchapters.

3.2 Research Methodology: Interview

Research Procedure

To gain insight into the English teachers' opinion of the multimedia materials to facilitate vocabulary acquisition in English lessons, it had been decided to conduct interviews with local teachers and Chinese teachers who have been willing to implement multimedia resources in the English lessons. It helped to gain better understanding of the research question and identify solutions for dealing with challenges related to multimedia within the language teaching and learning. The questions for the interviews were structured taking into account the peculiarities of the research sample: English language teachers and English language learners.

3.2.1 Research Findings

The interview data are presented question by question. In what follows, if the data for the respondents in each age group are similar, they are grouped into a single set of responses by row; if there are significant differences in responses they are kept separate. The left-hand column in each table indicates the number of the respondent (1–8) and the level which the respondent taught (e.g. P1, P3 etc.), that is, for instance, '1–3: P 1) means the responses of respondents 1–3, who taught P1 classes; the right-hand column indicates the responses.

The coding is as follows:

P1–P3 = Primary school forms (1–3), P1 = Year One, P2 = Year Two etc.

S1–S5 = Secondary forms (1–5), S1 = Form One (first year of primary school), S2 = Form Two (second year of primary school etc.)

The numbers preceding each letter in the left column refer to the number ascribed to the teacher (*Table 3.1, Table 3.2*). There were eight teachers from Latvia and ten teachers from China. Among them there were 17 primary school teachers and three secondary school teachers. In order to compare the different views between the

English teachers of Latvia and China, all the statistical information of the interviewed question will be presented separately.

Table 3.1 Background of the Latvian Respondents

| Code No. | Gender | Years of Teaching | Teaching form | Duration (minutes) | Interview type |
|-------------------------------|--------|-------------------|----------------------------------|---|-----------------|
| Respondent 1 P:1-3,5-6,8-9 | Female | 14 | Form 1-3 Form 5-6 Form 8-9 | 23 | Face to face |
| Respondent 2 P:1-2; 4-6 | Female | 9 | Form 1-2 Form 4-6 | 15 | Face to face |
| Respondent 3 P:3 | Female | 5 | Form 3 | impossible to state the duration of the writing procedure | E-mail(written) |
| Respondent 4 P:5-9 | Female | 11 | Form 5-9 | impossible to state the duration of the writing procedure | E-mail(written) |
| Respondent5 P:1-3 | Female | 4 | Form 1-3 | 14 | Face to face |
| Respondent 6 P:5-6 | Female | 10 | Form 5-6 | 17 | Face to face |
| Respondent7 P:5 | Female | 4 | Form 5 | 22 | Face to face |
| Respondent8 S:10-12 | Female | 25 | Form 10-12 | 25 | Face to face |

Table 3.2 Background of the Chinese Respondents

| Code No. | Gender | Years of Teaching | Teaching form | Interview type |
|---------------------|--------|-------------------|---------------|-----------------|
| Respondent1 P:4 | Male | 14 | Form 4 | E-mail(written) |
| Respondent2 P:2 | Female | 10 | Form 2 | E-mail(written) |
| Respondent 3 P:7 | Male | 20 | Form 7 | E-mail(written) |
| Respondent4 | Female | 2 | Form 2 | E-mail(written) |

| | | | | |
|----------------------|--------|----|--------|-----------------|
| P:2 | | | | |
| Respondent5 P:5 | Female | 17 | Form 5 | E-mail(written) |
| Respondent6 S:3 | Female | 25 | Form 9 | E-mail(written) |
| Respondent7 7P:5 | Male | 1 | Form 8 | E-mail(written) |
| Respondent8 8P:5 | Female | 16 | Form 5 | E-mail(written) |
| Respondent9 P:6 | Male | 5 | Form6 | E-mail(written) |
| Respondent10S: 12 | Female | 4 | Form12 | E-mail(written) |

Based on the data obtained from the respondents, the conclusions can be drawn that more than four fifth of the respondents are primary school teachers. For both Latvian and Chinese respondents, the average teaching experience is more than ten years, most of the participants are female, the duration time of each face to face interview was more than 15 minutes. Furthermore, most of the Latvian respondents teach two or more than two different level students, while each of Chinese respondents only teaches one level student. Due to different educational system, the English teachers in Latvia have more opportunity to gain different kinds of teaching experience.

Table 3.3 Different Approaches and Techniques in Teaching Vocabulary in Latvia

| | |
|--------------------|---|
| Latvian Respondent | Q3: Different Approaches and Techniques in Teaching Vocabulary in Latvia |
| Respondent1 | take some notes, encourage students to be curious, motivate them, start with presentation or warming up students followed by practice. |
| Respondent 2 | use pictures, use some signs, show video |
| Respondent 3 | Depending on the age group and aim, mainly through interactive activities and games, sort of guided discovery |
| Respondent 4 | use Solutions Student Book and try to implement such methods as TGT (gaming) and give word dictations to make sure students learn the words (evaluation - tested (75% of the words are written) not tested) |
| Respondent 5 | use different kinds of games, flash cards, different types of activities |
| Respondent 6 | use the resources and recommendations in the teacher's book; pictures |

| | |
|--------------|--|
| | are used quite frequently |
| Respondent 7 | translates vocabulary in native language |
| Respondent 8 | give synonyms and the new words have to match with them, translation into the students' native language, writing down the derivatives of the new word, vocabulary test is given bilingually for the topic/ both in a written or oral way |

Table 3.4 Different Approaches and Techniques in Teaching Vocabulary in China

| Chinese Respondent | Q3: Different Approaches and Techniques in Teaching Vocabulary in China |
|--------------------|--|
| Respondent 1 | use pictures, word cards, PPT, teach how to read then ask them to read, ask some students to teach how to read, use the words to make some sentences |
| Respondent 2 | read and recite |
| Respondent 3 | image the situation to teach vocabulary |
| Respondent 4 | read, recite and then dictate |
| Respondent 5 | play games |
| Respondent 6 | picture, gesture or real items ,teach the rules of phonetic symbol |
| Respondent 7 | read after the tape and learn words with sentences |
| Respondent 8 | read after the teacher, use pictures, play games, spell the words and make sentences with the new words |
| Respondent 9 | many different ways |
| Respondent10 | Teach phonetic symbol first, then read new words loudly, recite them all |

Based on the data obtained from the respondents, multimedia materials such as pictures, signs, CDs, online games, flash cards and video are popular ways for teachers to help students enhance the understanding of the meaning of the new vocabulary. These data suggest that the multimedia materials are implemented in very different ways which are worth comparing. *Table 3.4* shows that in China, teachers are willing to implement different approaches and techniques to teach vocabulary. Reciting the new words is very crucial to learn the new words. Most of the students pay more attention to memorizing the meaning of the word, instead of learning how to use the word. However, it should be highlighted that such a situation is due to the examination-oriented education policy in China which imposes on the ones involved in the teaching and learning process the necessity to use a very passive teaching and learning model.

According to the data in *Table 3.3* and *Table 3.4*, it was clearly demonstrated that by using different kind of multimedia materials, the respondents show their familiarity with multimedia materials. By comparison, due to different teaching strategies, the Chinese language classroom is relatively simple and boring, while the English language education in Latvia is more extensive and engaging, and therefore, might be viewed as more effective.

As different teaching methods lead to different learning outcomes, Latvian teachers pay more attention to the usage of vocabulary, Chinese teachers pay more attention to vocabulary memorization.

Table 3.5 Challenges of Teaching Vocabulary in Latvia

| Latvian Respondent | Q4: Challenges of teaching vocabulary in Latvia |
|--------------------|---|
| Respondent 1 | having the classes of different forms, psychologically difficult to teach different level students with different resources |
| Respondent 2 | pronunciation |
| Respondent 3 | misunderstanding words meaning |
| Respondent 4 | motivating students to learn the words and not making them bored |
| Respondent 5 | students are very competitive, make noise during some activities |
| Respondent 6 | finding appropriate explanations for the chosen pictures |
| Respondent 7 | one word can have different meanings |
| Respondent 8 | most of students are lazy |

Table 3.6 Challenges of Teaching Vocabulary in China

| Chinese Respondent | Q4: Challenges of teaching vocabulary in China |
|--------------------|--|
| Respondent 1 | teaching to memorize words |
| Respondent 2 | pronunciation and the part of speech of the words, how to use them in daily life |
| Respondent 3 | spelling and usage of the word |
| Respondent 4 | teaching the irregular sound words and long word |
| Respondent 5 | pronunciation and spelling |
| Respondent 6 | teaching spelling and meanings of long words and abstract words, |
| Respondent 7 | memorizing words |
| Respondent 8 | pronunciation and reciting the words |
| Respondent 9 | pronunciation |

| | |
|---------------|-----------------------|
| Respondent 10 | how to remember words |
|---------------|-----------------------|

According to the evidence gained from the respondents, it is obvious that for different level English learners, the challenges of teaching vocabulary are not the same. For very young learners in the teaching process, the focus is not to teach the metaphoric meaning of words, but to help young children to learn the most basic meaning of the words and gain the knowledge in a relaxed, understandable and acceptable environment. For high level students, considering that some words have multiple meanings, teachers should pay more attention to developing students' critical thinking skills.

Based on the data obtained from Chinese respondents, the main challenges of teaching vocabulary are the focus on the pronunciation and recitation. This might be one of the reasons which can explain why Chinese teachers put emphasis on repeating rather than on comprehension.

It should also be highlighted that teachers, especially the primary school teachers should aim to create more positive learning environment and choose the strategies appropriate to stimulate students to learn words.

The Partnership for Reading (2003: 43) has used the following three levels to describe the knowledge for word meanings:

- (a) Unknown: The word is completely unfamiliar and its meaning is unknown.
- (b) Acquainted: The word is somewhat familiar; the student has some idea of its basic meaning.
- (c) Established: The word is very familiar; the student can immediately recognize its meaning and use the word correctly.

According to data obtained with the help of the interview (*Table 3.6* and *Table 3.7*), it is of fundamental importance to address the issues of both vocabulary acquisition and vocabulary teaching as well as related challenges.

Table 3.7 Multimedia Technology Training for Teachers in Latvia

| | |
|--------------------|--|
| Latvian Respondent | Q5: Multimedia Technology Training for Teachers in Latvia |
| Respondent1 | No special lectures at university, no courses from the working |

| | |
|--------------|--|
| | school, attend different courses by herself to learn some new methods, and try to use some aspects of this technology in lesson preparation |
| Respondent 2 | Has never been trained |
| Respondent 3 | Has never been trained |
| Respondent 4 | Has never been trained |
| Respondent 5 | Has attended a course about multimedia technology from the university, learnt how to create a website to upload records, links, etc. for students' individual further practice |
| Respondent 6 | There have been few courses but usually did not attend because she didn't think it is helpful and didn't know when to use the technology |
| Respondent 7 | Has never been trained, tries to search for the multimedia materials on the internet |
| Respondent 8 | Has applied for the ICT courses for June 2016 |

Table 3.8 Multimedia Technology Training for Teachers in China

| Chinese Respondent | Q5: Multimedia Technology Training for Teachers in China |
|--------------------|--|
| Respondent 1 | trained |
| Respondent 2 | never trained |
| Respondent 3 | trained |
| Respondent 4 | never trained |
| Respondent 5 | trained |
| Respondent 6 | trained |
| Respondent 7 | trained |
| Respondent 8 | trained |
| Respondent 9 | never trained |
| Respondent 10 | trained |

The data obtained revealed that 7 out of 18 respondents had not been trained to create multimedia materials or any other relevant ICT course. Two Latvian respondents have attended the multimedia-related courses at their universities. Only one Latvian respondent has already applied for this year's IT Training. As data introduced above clearly demonstrated, by comparison, it can be seen that the teachers having rich teaching experience have a more pronounced sense of crisis, and are more willing to accept new knowledge such as computer technology. Some other younger teachers are more confident as they are more familiar with computers.

However, some of the interview respondents provided further viewpoints:" A lot of information has been picked up at the courses, LAVSA/LATE annual conference in

August, participation at exchange programs ERASMUS"(Latvian interview sample 8). "I attend different courses by myself, I try to improve my skills but it takes a lot of time"(Latvian interview sample 1). "I usually do not attend because I didn't see them need when use the technology, usually when I need to show something like video, I can install everything. We should know the reason why use them "(Latvian interview sample 3)."Such comments could partially explain the situation. It might be the case that language courses in foreign language aimed at professional knowledge, but the ICT relevant course were not provided for the teachers, therefore, some of the teachers might willing to participate in this kind courses but they did not know who or where to turn to. Another reason could be the working load. As stated above, especially in Latvia, one English teacher should teach different level students in one day. They might be (or thought that they were) too busy to attend such course.

Therefore, the interview data presented in this subchapter reveals the necessity to raise awareness of educators of the importance to include the multimedia technology aspects paying special attention to both Latvia and China within the foreign language teaching practices.

Table 3.9 Different Kinds of Multimedia Materials Used in English Lessons in Latvia

| Latvian Respondent | Q6: Different kinds of multimedia materials used in English lessons in Latvia |
|--------------------|--|
| Respondent 1 | computers, videos, audio, projector and speakers |
| Respondent 2 | from course books have got CD-ROMs, websites, recommendations from colleagues; pictures, videos, some picture grams |
| Respondent 3 | pictures, videos, online games, songs and more |
| Respondent 4 | YouTube videos, cartoon program |
| Respondent 5 | use some online games, YouTube video, blogs |
| Respondent 6 | pictures, YouTube, BBC news, CD-ROMs |
| Respondent 7 | pictures, podcasts, YouTube |
| Respondent 8 | online exercises; personally made tasks; YouTube channel; Thesaurus dictionary; Teachers' or students' PPT; EFL sites for grammar, videos, games ;scanned materials; DVD |

Table 3.10 Different Kinds of Multimedia Materials Used in English Lessons in China

| Chinese Respondent | Q6: Different kinds of multimedia materials used in English lessons in China |
|--------------------|--|
|--------------------|--|

| | |
|---------------|-------------------------------------|
| Respondent 1 | pictures, videos, PowerPoint |
| Respondent 2 | computer games |
| Respondent 3 | PowerPoint, flash card, pictures |
| Respondent 4 | pictures, videos |
| Respondent 5 | pictures, videos and audio |
| Respondent 6 | pictures, videos |
| Respondent 7 | pictures, videos and audio |
| Respondent 8 | pictures, video, audio |
| Respondent 9 | pictures and songs |
| Respondent 10 | pictures, videos, films, PowerPoint |

Based on the data obtained from the Latvian respondents, the conclusions can be drawn that the course books provide basic multimedia material for both teachers and students, for example, the CD-ROMs and DVDs. In addition to traditional textbook resources, more and more other kinds of multimedia materials appeared in the English classroom. These online materials play an important role in English teaching process. It was clear that multimedia materials exerted a significant impact on teaching methods and class activities (*Table 3.9*).

All the Latvian respondents held positive attitudes to use multimedia materials in their English lessons. In terms of online materials, there are many forms of online materials such as YouTube, blogs, podcasts, web quests. For instance, YouTube can share abundant video resources about different languages and cultures. Blogs allow English learners to voice their opinions, sharpen their writing skills and build their confidence. EFL sites can provide information and knowledge platform which can also be used to promote collaborative learning through sharing and co-constructing knowledge.

In the case of China, based on the interview data, *Table 3.10* shows that pictures and videos are primary ways implemented in the English lessons. It may be the case that the educational system fails to motivate teachers to use innovative teaching strategies.

Table 3.11 Multimedia Materials in English Lessons in Latvia

| Latvian Respondent | Q7: Multimedia materials in English lessons in Latvia |
|--------------------|--|
| Respondent 1 | every lesson uses the multimedia materials in different ways |
| Respondent 2 | quite often use the multimedia materials, at least once a week |

| | |
|--------------|--|
| Respondent 3 | as often as necessary |
| Respondent 4 | quite often |
| Respondent 5 | use some online games, but not always show videos |
| Respondent 6 | try to use different kinds of multimedia materials in different contexts |
| Respondent 7 | sometimes use more pictures, but try not to use pictures so often |
| Respondent 8 | nearly every lesson |

Table 3.12 Multimedia Materials in English Lessons in China

| Chinese Respondent | Q7: Multimedia materials in English lessons in China |
|--------------------|--|
| Respondent 1 | almost every English lesson |
| Respondent 2 | three times a week |
| Respondent 3 | every day |
| Respondent 4 | nearly every lesson |
| Respondent 5 | every lesson |
| Respondent 6 | always every class |
| Respondent 7 | in every other class |
| Respondent 8 | every period except examination |
| Respondent 9 | except for the exercise class |
| Respondent 10 | once a week |

Table 3.13 Equipment in English Class in Latvia

| Latvian Respondent | Q8: Equipment in English class in Latvia |
|--------------------|---|
| Respondent 1 | computer, videos, audio, projector, speaker |
| Respondent 2 | computer, projector, screen, and CD-ROM, no interactive board |
| Respondent 3 | computer, projector, screen, and CD-ROM |
| Respondent 4 | not every class has the equipment |
| Respondent 5 | it depends, so some class has computer and projector, some class no |
| Respondent 6 | only blackboard, no other equipment |
| Respondent 7 | computer, projector, screen |
| Respondent 8 | the classroom is fully equipped with IT |

Table 3.14 Equipment in English Class in China

| Chinese Respondent | Q8: Equipment in English class in China |
|--------------------|--|
| Respondent 1 | all the necessary equipment is available |
| Respondent 2 | all the necessary equipment is available |
| Respondent 3 | all the necessary equipment is available |

| | |
|---------------|---|
| Respondent 4 | the necessary equipment is available in the classroom |
| Respondent 5 | all the necessary equipment is available |
| Respondent 6 | all the necessary equipment is available |
| Respondent 7 | the classroom has all the necessary equipment |
| Respondent 8 | basic equipment is available , but sometimes it doesn't work. |
| Respondent 9 | almost have the necessary equipment |
| Respondent 10 | have all the necessary equipment |

Based on the data obtained from the interview, another crucial factor which can influence teachers' willingness to implement multimedia material that should be taken into account is the supply position of equipment.

In modern language classroom, the course book also contains some multimedia material components, for example, class audio CDs, DVDs and CR-ROMs. Accordingly, it is important that the language classroom has the basic equipment to play videos and audio. However, three Latvian respondents commenting on this situation suggested that not all classrooms were provided available equipment for present multimedia materials. Secondly, Latvian respondent 5 noted that she should change classroom time by time due to the school could not guarantee that every classroom has all the teaching facilities. Moreover, sometimes, she should carry her own computers to the classroom. The remaining respondents were luckier that they didn't need to change classrooms. During the interview, only one Latvian respondent mentioned that she had some chance to use interactive board to teach English, because her school provided the multimedia technology course for students, but it was rarely. Other 7 Latvian respondents never implement the interactive board in the English lessons. In the case of China, most of the respondents indicated that they have all the basic equipment in the language classroom, only one respondent admitted that sometimes it didn't work (Chinese Respondent 8).

According the data above, it can be concluded that from the dimension of the school, it is of significance to provide teachers with well-equipped hardware facilities to improve teaching quality. Secondly, although the Internet has tons of free sources to help teachers learn about and use IWBs with students, the popularizing rate of IWBs should be improved.

Table 3.15 Preparation of Multimedia Materials in Latvia

| Latvian Respondent | Q9: Preparation of multimedia materials in Latvia |
|--------------------|--|
| Respondent 1 | time consuming when surfing on the internet and websites, really exhaustion. |
| Respondent 2 | it is easy because it's all on the internet, but the background information doesn't correspond to we need; the children are visuals learners |
| Respondent 3 | quite easy |
| Respondent 4 | easy |
| Respondent 5 | not difficult, save the link which can use it many times as possible |
| Respondent 6 | time consuming |
| Respondent 7 | it depends on different topics. However, there is one difficulty, because it could be in American and accents are different, and it's really difficult to find material that is also understandable and keeping on this level when you are teaching primary grades. It's understand and not high level. That's really challenge. |
| Respondent 8 | use of IT and prepare multimedia materials helped me a lot, it is not only supportive but also educational for myself. |

Table 3.16 Preparation of Multimedia Materials in China

| Chinese Respondent | Q9: Preparation of multimedia materials in China |
|--------------------|---|
| Respondent 1 | difficult, time consuming |
| Respondent 2 | not difficult |
| Respondent 3 | it is easy with the help of the Internet |
| Respondent 4 | it's easy |
| Respondent 5 | a bit difficult |
| Respondent 6 | time consuming and take patience |
| Respondent 7 | it's easy |
| Respondent 8 | it is difficult because don't familiar with flash making and don't know how to make animation |
| Respondent 9 | it depends on the new words |
| Respondent 10 | it's easy |

Based on the data obtained for both Latvian respondents and Chinese respondents, *Table 3.15* and in *Table 3.16* show that approximately half of the respondents hold the view that it is easy to prepare the multimedia materials due to the help of internet.

Nevertheless, while discussing the issue, the challenges are also apparent. For

instance, 5 out of 18 respondents mentioned it was time consuming to prepare the multimedia material. Moreover, one of the respondents admitted that the main challenge to prepare the multimedia material was to search the appropriate information and resources in the shortest possible time. (Latvian respondent 7), one Chinese respondent admitted that the unfamiliar with flash and animation making it difficult to prepare the multimedia material. It should be highlighted that such a situation is more relevant to the multimedia skills rather than language teaching skills. Due to rapid development and innovative of technology, it is apparent that the potential of implementation for multimedia material is enormous, and both Latvian teachers and Chinese teachers will have more opportunities to exploit the multimedia material creatively.

Another factor also brings some challenges for modern language teachers is the cultural differences between countries. For example, one respondent stated that some video material was limited for juveniles. Therefore, teachers should hold a cautious attitude when prepare the multimedia material.

Table 3.17 Sources of Multimedia Materials in Latvia

| Latvian Respondent | Q10: Sources of multimedia materials in Latvia |
|--------------------|---|
| Respondent 1 | recommendations from websites, colleagues |
| Respondent 2 | course books have got CD-ROMs |
| Respondent 3 | Google |
| Respondent 4 | use all the materials on internet |
| Respondent 5 | Google, teacher's book, colleagues |
| Respondent 6 | use the resources and the advice in teacher's book majority, Google, CD-ROMs |
| Respondent 7 | follow the theme of the textbook, colleague, search the internet follow the theme |
| Respondent 8 | a lot of information has been picked up at the courses, LAVSA/LATE annual conference in August, participation at exchange programs ERASMUS, Comenius, recommendations from some colleagues and students |

Table 3.18 Sources of Multimedia Materials in China

| Chinese | Q5: Sources of multimedia materials in China |
|---------|--|
|---------|--|

| | |
|---------------|---|
| Respondent | |
| Respondent 1 | on internet |
| Respondent 2 | textbooks |
| Respondent 3 | on the internet |
| Respondent 4 | on Internet |
| Respondent 5 | on Internet |
| Respondent 6 | from Internet ,friends and colleagues |
| Respondent 7 | on internet mostly. And some prepared PPT by himself. |
| Respondent 8 | mostly offered by the textbooks. Some on Internet |
| Respondent 9 | most of them are found on the Internet |
| Respondent 10 | mostly from internet |

As the respondents assessing the data suggested, the primary multimedia resources available in the language lessons are sufficient for all teachers and students. For instance, three Latvian respondents were working to promote the adjustment of materials provided by the textbooks as textbooks had authority and widely accepted by students. Teachers and students had concurrent ownership of the multimedia materials provided by the textbooks and these materials also could promote students' self-learning.

Apart from the textbooks, both respondent groups summarized the other two main sources of multimedia materials: resources provided by online resource and experiences from the real-life. The secondary school teacher showed a broader way to pick up multimedia resources at many courses and programs.

The data obtained from Latvian respondent 8 reveals that teachers also are lifelong learners, the more training opportunities one teacher acquired, the more abundant resources will be available.

Based on the points discussed, the conclusion can be drawn that, the goal of using multimedia materials is not to replace print texts with digital texts, educators must consider ways to expand their definitions of teaching. On one hand, teacher should follow with traditional teaching methods, on the other hand, teachers must provide learning environment in which students can flourish with the help of technology and as part of a collaborative process.

Table 3.19 Satisfaction with Multimedia Materials in Latvia

| Latvian Respondent | Q11: Satisfaction about multimedia materials in Latvia |
|--------------------|--|
| Respondent 1 | students are not allowed to see some aspects of video |
| Respondent 2 | in general satisfied |
| Respondent 3 | pretty satisfied |
| Respondent 4 | very satisfied |
| Respondent 5 | satisfied |
| Respondent 6 | satisfied |
| Respondent 7 | actually it depends |
| Respondent 8 | satisfied, helpful and educable |

Table 3.20 Satisfaction with Multimedia Materials in China

| Chinese Respondent | Q11: Satisfaction about multimedia materials in China |
|--------------------|--|
| Respondent 1 | great satisfied |
| Respondent 2 | satisfied |
| Respondent 3 | very satisfied |
| Respondent 4 | so-so |
| Respondent 5 | good |
| Respondent 6 | satisfied |
| Respondent 7 | it depends on the cooperation of students |
| Respondent 8 | not very much, time consuming to make a good reference, can't get the necessary and wonderful flash or animation for my pupils |
| Respondent 9 | very satisfied |
| Respondent 10 | basically satisfied |

Based on the obtained data from all respondents, the degree of satisfaction is an index to evaluate the importance of multimedia materials in the language teaching process. 3 out of 18 respondents did not directly answer the question with high satisfaction degree, the other 15 respondents were unanimity in the responses to the question of satisfaction of multimedia materials (*Table 3.19, Table 3.20*).

As data of question 6 and question 9 introduced above clearly demonstrated , it was clear that multimedia materials contributed significantly to the teaching and learning English , and the majority of respondents used a great deal of resources on the internet. Those respondents who had a higher degree of satisfaction about

multimedia materials due to they use these materials as tools that great to work and helped them accomplish their daily teaching task more easily. Sometimes, it may be the case that the degree of satisfaction has different definition in different contexts, therefore, the standard of evaluation is difficult to ascertain. The different teaching experience and different teaching aims have the remarkable difference. As a consequence, not all the respondents had high degree of satisfaction about multimedia materials.

As the internet resource is a double-edged sword, it is vitally important to remember that on-line materials are still just materials and thus need to be subject to the same scrutiny of evaluation as any other language material or source.

Table 3.21 Students' Opinion on Teaching Vocabulary with Multimedia Materials in Latvia

| Latvian Respondent | Q12: Students' opinion on teaching vocabulary with multimedia materials in Latvia |
|--------------------|--|
| Respondent 1 | usually students are very happy and interested when teacher present videos, some CD-ROM activities or some authentic materials from the internet resources, students are intelligent in modern technology |
| Respondent 2 | students are eager to cooperative, make students think critically and encourage students to be curiosity |
| Respondent 3 | students' learning experiences are really positive |
| Respondent 4 | children are visuals learners, students learnt some computer skills, students love telling about themselves, use multimedia materials save a lot of time and money |
| Respondent 5 | students like multimedia |
| Respondent 6 | multimedia resources are interesting, teacher should try to improve lessons every day |
| Respondent 7 | students feel so happy, students are listeners and visual learners, students memory types are combining |
| Respondent 8 | foster students' motivation, confidence, enthusiasm and performance, students not only learn computer information technology, but also learn to design webpage, advertising pages and some animation software, multimedia courses laid the foundation for their career |

Table 3.22 Students' Opinion on Teaching Vocabulary with Multimedia Materials in China

| Chinese | Q12: Students' opinion on teaching vocabulary with multimedia |
|---------|---|
|---------|---|

| | |
|---------------|---|
| Respondent | materials in China. |
| Respondent 1 | students like multimedia materials, they can learn more easily, they like the videos and word games with multimedia materials very much |
| Respondent 2 | Students are excited to imitate the pronunciations and try to join in the class activities, but sometimes it's not so easy to find the proper materials |
| Respondent 3 | students feel happy and interested in the learning topics, multimedia materials can make them learn the vocabulary better |
| Respondent 4 | students show more interested and act more actively while using the multimedia. |
| Respondent 5 | students are interested in multimedia materials and become more active and learn better |
| Respondent 6 | easy to remember, remember well, students can focus on the class |
| Respondent 7 | it's easier for students (basic level students) to understand the topic and learning goals |
| Respondent 8 | students are attracted by the interesting pictures or flash, they can talk about something by themselves, it is a good way to offer pupils topic to speak English |
| Respondent 9 | student interested in these multimedia materials and motivated them learn English better |
| Respondent 10 | All the students are interested in multimedia materials, tend to be absorbed in learning English vocabulary and can learn quite well, students can easily remember the new vocabulary and use them correctly and appropriately. |

According to the data collected from both Latvian and Chinese respondents above, it is clear that both teachers and students were enjoyed the great benefit of the implementation of multimedia materials in the English lessons. The interview presented in this issue reveals the necessity to raise awareness of educators of the importance to paying special attention on the multimedia teaching strategy.

The tables presented above demonstrated that the Latvian respondents also placed emphasis on the necessity to enhance students' competence of employ the ICT skills. To exemplify, these viewpoints include " students are intelligent in modern technology"(Latvian interview sample 1),"students learnt some computer skills when teacher ask them to prepare the presentation "(Latvian interview sample 4), "students not only learn some computer information technology, but also learn to design

webpage, advertising pages and some animation software, multimedia courses laid the foundation for their career"(Latvian interview sample 5) can be the evidence to demonstrate that the students also play a vital role and benefit from the multimedia education background.

Although the advantages of multimedia materials are apparent, nevertheless, while commenting the multimedia materials with a rational attitude, it should be specified that the disadvantage of multimedia materials should be taken into consideration. Based on the interview data, the negative feedback given by a Latvian respondent was that she felt anxious because she was not sure whether the multimedia material could really motivate students to improve their learning enthusiasm. On one hand, visual learners can benefit from multimedia materials such as online games, video, audio and so on due to students benefit from being shown rather than told, on the other hand, there might be a possibility that the learners immerse themselves in these multimedia materials but not absorb them.

The most important reason for different perception of students ' reflections was due to each teacher had different level students. Furthermore, in the case of China, as discussed before, the implementation of multimedia materials were not as sufficient as Latvian teachers, as a consequence, the Chinese students had less opportunities to practice multimedia skills.

3.2.2 Conclusions Based on Interview Analysis

Based on the data obtained with the help of an interview as a data collection method, the following conclusions can be drawn:

First, vocabulary is one of the most important elements in learning well a foreign language. Both teachers and students make great efforts to learn and remember new words but the result is not very satisfying. Usually, teachers teach new words and phrases by translated into native language or just teach words one by one in the list, giving several sentences that are far from students' comprehension. When language teachers attach importance to use multimedia with an appropriate pedagogy ,it can helps shifting such teacher-centered pedagogies to more effective ones and achieving better outcomes of the learning process, this is especially important for young learners

in language classrooms.

Second, the teaching equipment in some school was insufficient in the classroom which can affect the use of technology in English Language Teaching (ELT). Some schools' teacher training programs often ignore training in the use of ICT, and teachers are often far less skilled and knowledgeable than their own students when it comes to using current technology.

In some quarters, for example, a very few teachers dislike of attending training are often expressed by teachers who have little motivation to improve teaching skills and have had negative experiences with technology. The kind technophobic teacher needs to be encouraged to get started by implementing simple, understanding technology with students.

The third main message is that mainstream primary and secondary education had been conscious of the development of multimedia materials. Multimedia materials can be particularly useful for the modeling of language, for example the pronunciation of words and phrases. Students are more interested in multimedia materials which combine the elements of text, audio, graphics and video.

Finally, as with any new tool, it is as well to keep in mind some of the disadvantages associated with multimedia. These disadvantages can be stated in several areas:

(1) Some kinds of multimedia materials may take away the focus from the lesson due to its attention-grabbing formats.

(2) Some multimedia materials like IWB classes can become too teacher-centered, with learners becoming a passive audience. It should be pointed out that students can also come up and use the multimedia materials.

(3) Creating multimedia requires more time.

(4) Multimedia technology requires consistent and long practice to master, which may take a lot of time and energy from the user.

(5) At present, there still exist major issues to be solved in the FL education, for example, exam-oriented teaching tendency, stereotyped teaching model.

As multimedia is one of the most important innovations in the field of

educational technology to improve the process and product of teaching and learning foreign language, the computer-based materials for language teaching and learning become more and more popular. Therefore, the following recommendations aimed at the promotion of vocabulary teaching competence as a crucial issue of the foreign language teaching are put forward:

(1) Responding to insufficient training ICT for the language teachers, emphasis on in-service teacher training should be seen as vital with other courses for the application of language skills.

(2) To help students facilitate the acquisition of vocabulary, Chinese language teachers should implement more multimedia teaching strategy during their English lessons. When working on this situation, the quality-oriented education was put forward to counter examination-oriented education.

(3) Based on the points discussed, the conclusion can be drawn that to ensure future sustainability of English vocabulary teaching and acquisition, implement new ways to attracting and motivating students-not only the students of Latvia and China, but also students population from abroad is of urgent necessity.

(4) Obviously, the current examination-oriented education system in China has some disadvantages, like the disconnection between theory and practice that renders students with high scores have low abilities. As a consequence, teachers are so concerned with achievement and "teaching to the test" that they have little time to dedicate to exploratory learning.

3.3 Research Methodology: Questionnaire

Research Procedure

To gain the data necessary for the research purposes, two questionnaires were designed. One questionnaire was designed for the teachers aimed at identifying various viewpoints of the English teachers' perception of the multimedia materials to facilitate vocabulary acquisition in English lessons (see Appendix 3). The other one questionnaire was designed with the aim to find out the challenges of learning English of the Form 5 students in Rīgas Valda Zālīša Primary School (see Appendix 2).

The questionnaire for teachers composed of three multiple-choice questions and 17 single-choice questions. These three multiple-choice questions were used to collect the data about the background of respondents' students, the resource of multimedia materials and different types of multimedia materials implemented in the lessons. The other seventeen single-choice questions were conducted to collect the different topics' view of multimedia materials from a broader perspective.

Sample Description

In order to collect more convincing data, 84 respondents included 54 teachers and 30 students completed the questionnaires. 54 teachers were both English teachers came from different schools with different teaching experience and taught different level students answered the questionnaire. 30 students were Form 5 students.

3.3.1 Research Findings

The questionnaire for teachers contained 20 questions. The first four preliminary questions are about respondents' gender, age, students' background and work experience. Ten male and forty-four female respondents participated in filling the questionnaire.

Question 1 asked "What is your gender?" Of those who did respond, just under one fifth (18.5%) were male and just over four fifths (81.5%) were female. Question 2 was: "What's your age?" well nearly one third of the respondents were young teachers whose age were between 20-30, more than half of the respondents were between 30-40 years old, less than one fifth of the respondents were between 40-50 years old.

Figure 3.1 shows the distribution of the respondent's age.

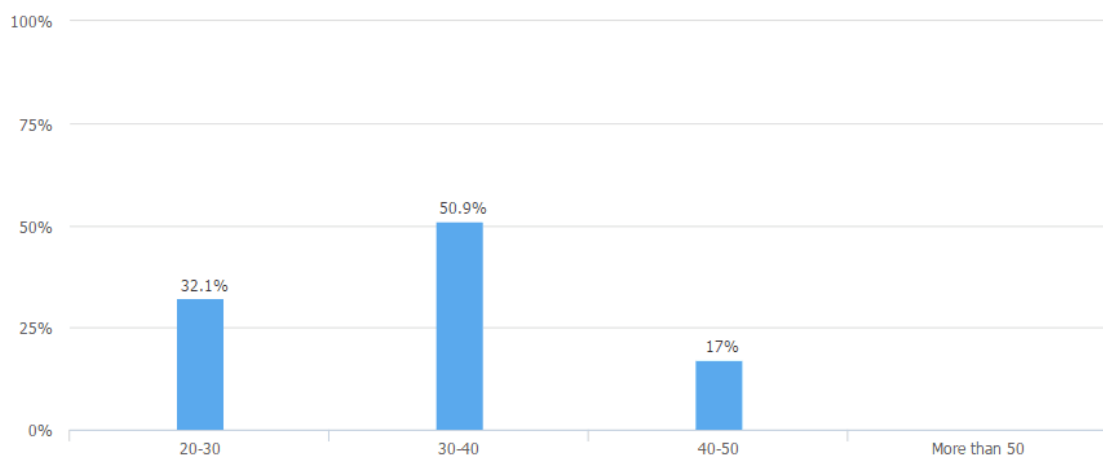


Figure 3.1 Age of Respondents

Question 3 asked "What's the background of your students?", of those who did respond, more than two thirds were elementary level students, nearly two fifths were lower secondary level students, one tenth were upper secondary students, in addition to these students, there were minority proportion of the respondents taught in pre-school and university. These two parts respondents were no more than one tenth of the whole sample.

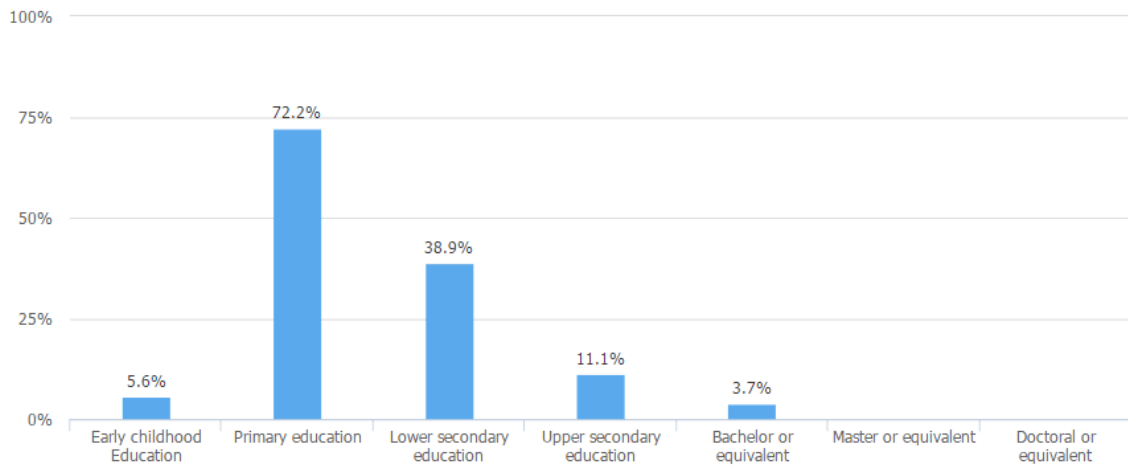


Figure 3.2 Background of Respondent's Students

According to the data obtained from *Figure 3.3*, less than two fifths of these respondents had less than 3 years teaching experience, more than one third of the respondents had 3-5years teaching experience, nearly two fifths had 5-10 years teaching experience, less than one tenth of the respondents had more than 10 years teaching experience.

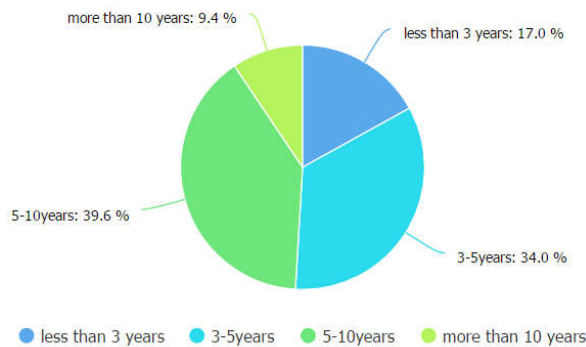


Figure 3.3 Teaching English Experience of the Respondents

Based on the data obtained from *Table3.23* it can be known that the students who answered the questionnaire have different learning level and different attitude toward English. Four fifth of the students respondents have more than five years experience learning English, this data reveals that English as a subject play an important role during students' study process. The data collected from *Table3.24* is clearly showed that more than two thirds of the participants were very interested in learning English, this is might do to the fact that, as English has expanded to become the global language, the needs of ever more non-native users to learn English become evident. However, it does not imply that the students have no challenges when they are EFL learners.

Table3.23 Learning English experience of the Respondents

| Years of Learning English | Less than 3 years | 3-5 years | More than 5 years |
|---------------------------|-------------------|-----------|-------------------|
| Respondent Number | 3 | 15 | 12 |

Table3.24 Attitude of Learning English

| Students' Attitude to English | Not interested at all | Rather interested | Neither interested nor disinterested | Very interested | Very disinterested |
|-------------------------------|-----------------------|-------------------|--------------------------------------|-----------------|--------------------|
| Respondent Number | 0 | 3 | 4 | 21 | 2 |

According the data of questionnaire, they have different kind of difficulties when they learn English language skills. According to data obtained from the *Table 3.25*, comparing with the other three English language skills (speaking, listening and reading), writing skill is the most difficulty skills to acquire for them, it can be concluded that one of the possibilities to change the situation is to raise awareness of educators to pay more efforts on this issue.

Table3.25 Opinion on the Language Skill in the Students' Perception

| The most difficult language skill | Speaking | Writing | Listening | Reading |
|-----------------------------------|----------|---------|-----------|---------|
| Respondent Number | 9 | 13 | 3 | 5 |

When talked about the issue of learning vocabulary, the participants were asked

to answer the question "How difficult or how easy it was for you to learn vocabulary", the data below in *Table3.26* demonstrated that nearly one third of the participants felt rather difficult to learn vocabulary. It should be highlighted that this situation is not unique either to Latvia, but also other countries' students faced with.

Thus, it is crucial to raise awareness of educators that the implications of effective vocabulary teaching strategy in the English lessons.

Table3.26 **Difficult Level of Learning Vocabulary in the Students' Perception**

| The difficult level of learning vocabulary | Very difficult | Rather difficult | Rather easy | Very easy | Hard to say |
|--|----------------|------------------|-------------|-----------|-------------|
| Respondent Number | 0 | 8 | 11 | 7 | 4 |

Apart from the background information of the respondents, there were three main issues that were addressed in the questionnaire for teachers.

The first issue was to realize the current situation about teacher's instructional language in the English classroom. The data of questions 5 and question 7 gave the clear answer. The data obtained from *Figure 3.4* showed that less than one third students could understand most of the instructional language in English, similarly, *Figure 3.5* showed that nearly half of the students understand the correct meaning of the words without teaching them in native language. It can be concluded that the grammar-translation method was still popular in language classrooms. However, this method should be extremely limited and only used as a last resort when the teacher cannot explain words with images or associations, and when the teacher is certain the translation is absolutely correct. Acquisition of vocabulary is extremely important for students learning a language, and it must be learned by the natural process that one uses in learning his native language.

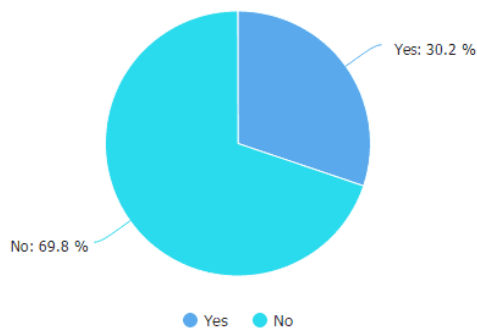


Figure 3.4 Comprehension of the Instructional Language

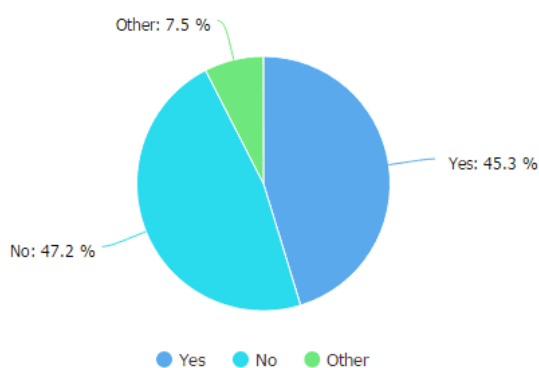


Figure 3.5 Comprehension Words without Teaching in Native Language

The second issue was to bring out the opinions about different aspects of multimedia materials in the language lessons. Student and teachers attitudes, motivation and evaluation, facilities construction, career development and multimedia technology use were the four most frequently mentioned areas from the questionnaire. The questionnaire continues with 8 to 17 specific questions to get the data results of different opinions.

Firstly, search the Internet was top for finding out the multimedia materials because the Internet has a wealth of ready-made materials available (*Figure 3.6*). Teachers simply need to know how to find them. Using ICT-based activities does not mean that completely new materials need to be prepared for every class.

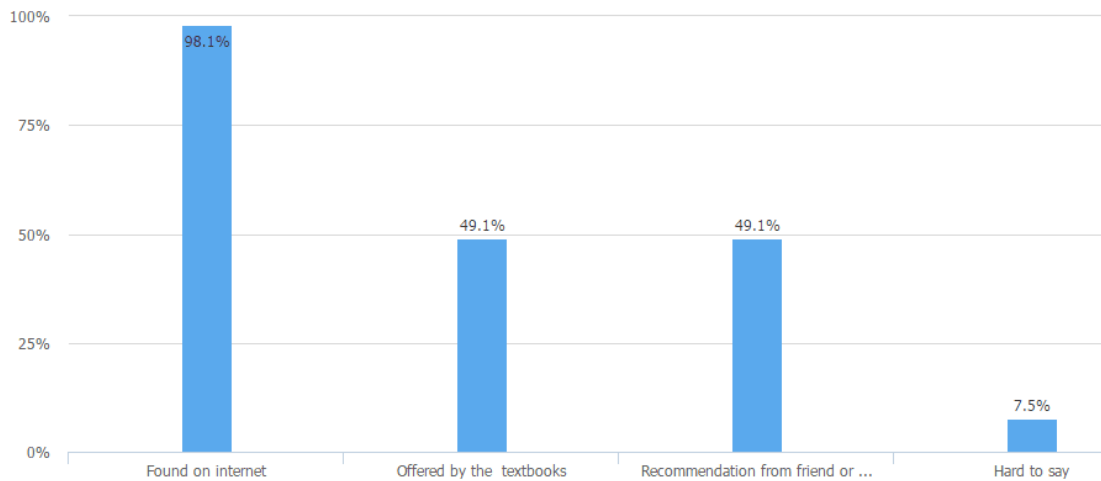


Figure 3.6 Sources of Multimedia Materials

Secondly, from the perspective of multimedia itself, the vast majority of the respondents thought that the use of multimedia materials had a lot of advantages in the language classroom. For example, nearly four fifths of the respondents' colleagues were very keen to use multimedia materials to help students to enhance the ability of learning vocabulary (*Table 3.27*); most of the students benefited from the multimedia materials due to multimedia materials can help increases students' motivation, attention and participation in the class (*Table 3.28*, *Table 3.29*, *Table 3.30*). They also considered that preparing multimedia materials for the lesson is a part of the teacher's job (*Table 3.31*). Based on the data, it can be seen that most respondents as teachers held positive attitude toward the multimedia materials. However, it should be highlighted that not all the students endorsed that the English teachers has implemented multimedia materials with high frequency in the English lessons. The data obtained from the students can be an evident to show that students are willing to experience more multimedia materials in English lessons (*Table 3.32*).

Table 3.27 Colleagues' Opinion on Using Multimedia Materials

| Respondents' Answer | Respondents Number | Proportion (%) |
|---------------------|--------------------|----------------|
| Yes | 38 | 71.7 |
| No | 15 | 28.3 |

Table 3.28 Whether Multimedia Materials is Beneficial for Most of the Students

| Respondents' Answer | Respondents Number | Proportion (%) |
|---------------------|--------------------|----------------|
| Yes | 52 | 98.1 |
| No | 1 | 1.9 |

Table 3.29 Whether Multimedia Materials Help Students Focus Their Attention

| Respondents' Answer | Respondents Number | Proportion (%) |
|---------------------|--------------------|----------------|
| Yes | 51 | 96.2 |
| No | 2 | 3.8 |

Table 3.30 Whether Multimedia Materials Increase Students' Motivation and Participation

| Respondents' Answer | Respondents Number | Proportion (%) |
|---------------------|--------------------|----------------|
| Yes | 50 | 94.3 |
| No | 3 | 5.7 |

Table 3.31 Whether preparing multimedia materials is a part of the teacher's job

| Respondents' Answer | Respondents Number | Proportion (%) |
|---------------------|--------------------|----------------|
| Yes | 50 | 94.3 |
| No | 3 | 5.7 |

Thirdly, from the perspective of school's teaching facilities, nearly three fifths of the respondents reflected that the school supplied them with good teaching equipment. It was a pity that nearly two fifths of the respondents were not supported by the equipment (*Figure 3.8*). The limited equipment in the school stated that the teachers need more initiative that can provide more opportunity to work with the staff and students on the acquisition of vocabulary and use of a variety of technology, both hardware and software. Furthermore, less than a quarter of the respondents had been trained to create their own multimedia material, which showed that the teachers need more opportunity to attend the training program to gain more knowledge of instructional technology (*Figure3.7*).

Table3.32 Frequency of the English teacher using multimedia in the Students' Perception

| Frequency of the English teacher use multimedia in the lessons | Always | Often | Sometime | Rarely |
|--|--------|-------|----------|--------|
| Respondent Number | 0 | 2 | 8 | 20 |

In short, these data showed that student attitudes and motivation would likely increase with increased use of multimedia technology in classroom instruction and that career development issues in the 21st Century were technology dependent. It will

be a good tendency that using various multimedia materials in the EFL classroom for both students and teachers to improve the learning and teaching outcomes.

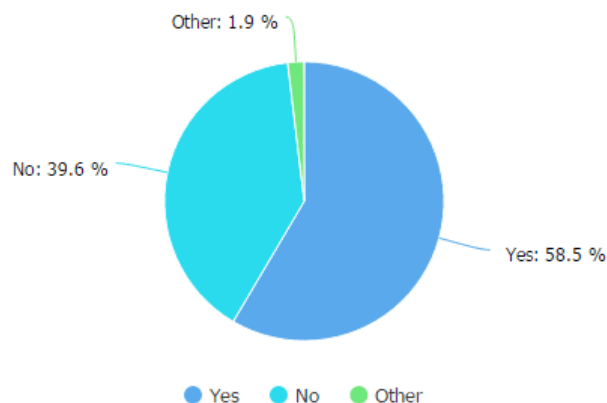


Figure 3.7 Multimedia Technology Training for Teachers

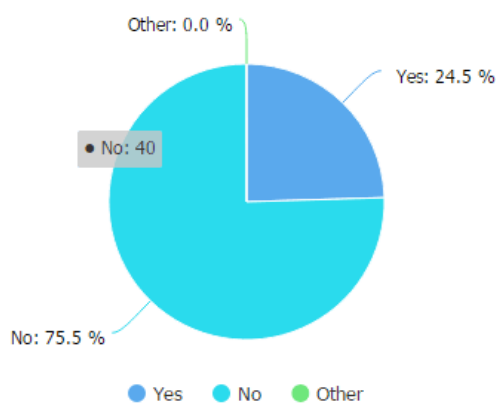


Figure 3.8 Equipment in English Class

The last topic was to evaluate the teachers' satisfaction with the usage of the multimedia materials in English lessons and to what extent they use the multimedia materials in the English lessons. To vary degrees, question 19 drew a conclusion of these respondents. Different respondent had different evaluation on account of different criterion. *Figure 3.9* showed that less than half of the respondents felt very satisfied with the multimedia materials and nearly one third were rather satisfied. Only a tiny minority of the respondents felt dissatisfied with the multimedia materials. As there is no absolute perfect thing in the world, the multimedia materials has disadvantages as well.

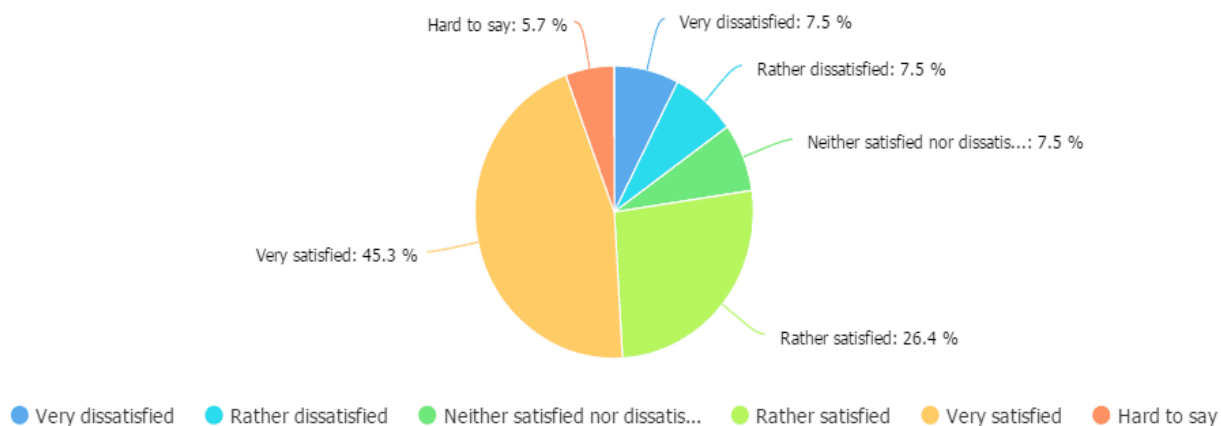


Figure 3.9 Satisfaction with Multimedia Materials

According to the data obtained from *Figure 3.10*, it was clearly estimated direct information about how difficult or how easy it was for teachers to prepare the multimedia materials. More than half of the respondents considered that it was rather easy, nearly one quarter of the respondents thought that it was very easy to prepare the multimedia materials. As talked above, when the computer was connected to the Internet, excellent EFL-related or authentic content from a wide variety of sources can be accessed in seconds, and can be showed up for the whole class to see.

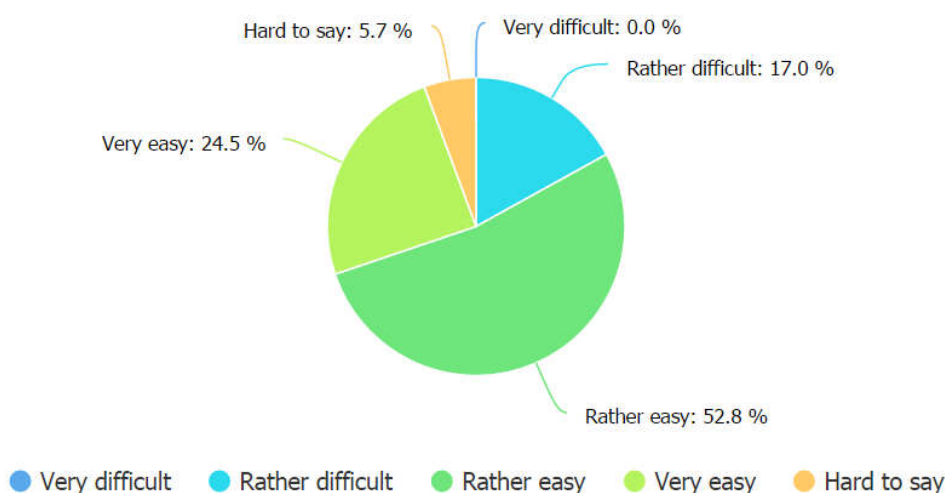


Figure 3.10 Preparation of Multimedia Materials in English lessons

In order to evaluate the extent the respondents use the multimedia materials in

English lessons, six category of the multimedia materials were assigned for the respondents to multiple choices. Based on the data of *Figure 3.11* and *Figure 3.12*, it demonstrated an overview about the implementation of multimedia materials in English lessons. About the first category, nearly two thirds of the respondents admitted that they always use the multimedia materials include sound and text, less than one third often use the multimedia materials.

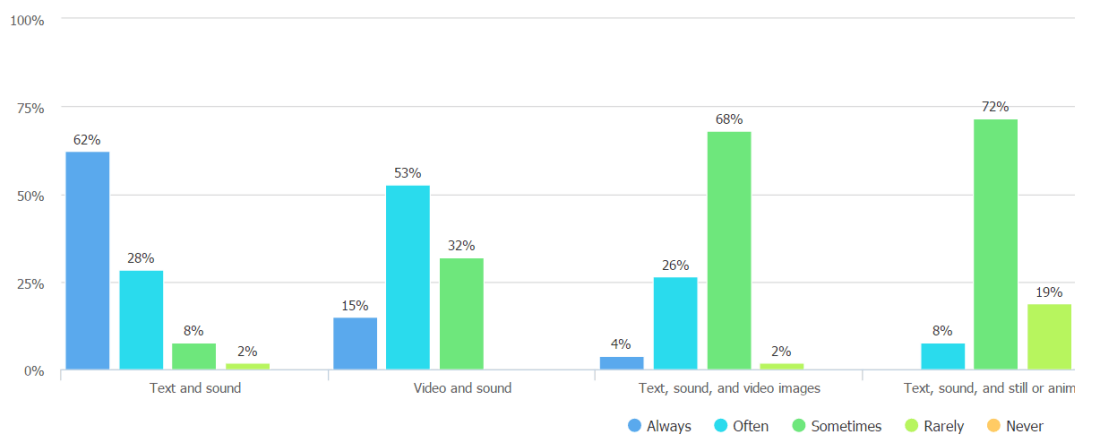


Figure 3.11 Multimedia Materials Implementation in English Lessons

About the second category, more than half of the respondents admitted that they often use the multimedia materials include video and sound, less than one third sometimes use the multimedia materials.

About the third category, more than two thirds of the respondents admitted they sometimes use the text, sound, and video images in their English lessons.

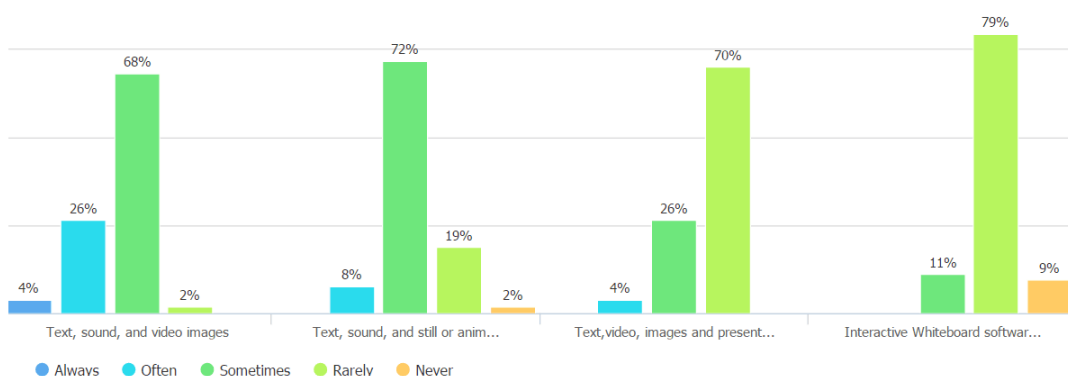


Figure 3.12 Multimedia Materials Implementation in English Lessons

About the fourth category, nearly four fifths of the respondents stated they sometimes use text, sound, and still or animated graphic images in their English

lessons.

About the fifth category, nearly four fifths of the respondents stated they rarely use the text, video, images and presentations presented concurrently in their English lessons.

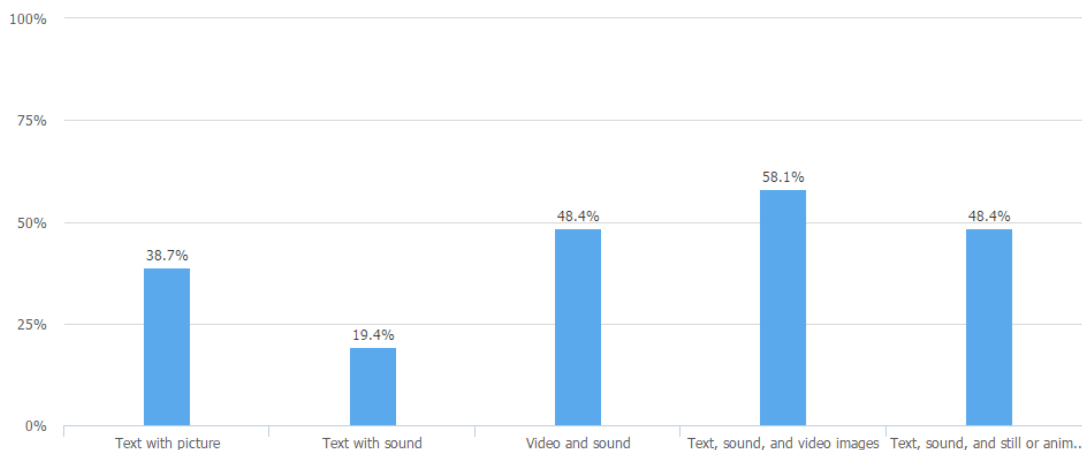


Figure 3.13 Students' Opinion on Learning English Vocabulary

About the sixth category, almost four fifths of the respondents stated they rarely use IWBs in their English lessons and five of the respondents claimed that they never used IWBs.

The highest proportion of the frequency of utilization was the category of text and sound, and secondly was the category of video and sound. The lowest proportion of the frequency of utilization was the category of IWBs.

Comparing with the other multimedia materials, the experiences and opinions of teachers who have used IWBs in the classroom tend to less optimistic. The reasons were understandable, on one hand, the teachers need school support sophisticated infrastructure facilities which may lead to heavy financial burden for the schools. On the other hand, for these teachers who had opportunities to use the IWBs, they need to be trained to use this kind equipment.

3.3.2 Conclusions Based on Questionnaire Analysis

Based on the data obtained with the help of a questionnaire as a data collection method, the following conclusions can be drawn:

- (1) With the development of Information and Communication Technology (ICT),

the computer-based materials for language teaching and learning will become the mainstream teaching resource. However, it should be specified that another challenge might be the need for teachers to recognize the challenge to pick out the appropriate multimedia materials from the innumerable online information. This may necessitate putting in considerable extra effort to complete the foreign language requirement successfully, asking for support from various resources (course books, tutors, peers).

(2) According to the respondents' viewpoint, a satisfactory has been obtained by using the multimedia materials in the English lessons. This might be due to the fact that facilitating an interesting learning environment can be a effective way to enhance students' English abilities. Based on the data analyzed above, EFL teachers should be aware of various language strategies they can use to teach students, as well as how to apply effective and varied instruction in primary schools.

(3) By and large, teachers are expected to become proficient in implementing multimedia materials through exposure and practice. For English learners and struggling learners, using multimedia materials has the potential to introduce new vocabulary acquisition ways within the context of the development of multimedia approach.

3.4 Research Methodology: Observation

Research Procedure

To be able to achieve a deeper understanding about how multimedia materials facilitate vocabulary acquisition in English lessons, it has been considered necessary to experience and observe the multimedia materials implementation in the EFL context. DeWalt and DeWal (2002:92) believe that "the goal for design of research using participant observation as a method is to develop a holistic understanding of the phenomena under study that is as objective and accurate as possible given the limitations of the method".

This research carried out a participant observation as a data collection method with the aim to investigate how the multimedia materials facilitate students' vocabulary acquisition with Form 5 learners in English language classroom.

The emphasis on participant observation has to be seen in a wider context of an analysis of strengths and weaknesses, opportunities and threats (SWOT analysis) carried out the implementation of multimedia materials in the English lessons and language teaching process include the development in the area of class-activities.

The duration time of the observation began from 09.12.2015 to 29.01.2016.

Sample Description

The research sample was comprised 30 Form 5 EFL (5A Group and 5C Group, 8 males and 22 female) in Rīgas Valda Zālīša Primary School. Each group included 15 students.

3.4.1 Research Findings

The observation was carried out with the aim to understand the effectiveness of multimedia materials to facilitate vocabulary acquisition in primary school. Specifically, the main points of the observation objectives include the following issues:

Firstly, from the schools' dimension, the observation objectives was to understand what kind of multimedia resources and equipment were provided for the teachers and students by the school, in other words, to understand what kind of multimedia environment are the teachers and students in.

Secondly, from the teacher's dimension, the following aspects will be observed:

1. The main forms of multimedia materials in the English lessons.
2. The frequency of using multimedia materials in the English lessons.

Thirdly, from the students' dimension, the following aspects will be observed:

1. The main forms of multimedia materials students often implement in the class activities.

2. The frequency of using multimedia materials during the class activities in the English lessons.

The following description of the context was clearly demonstrated the observation findings.

(1) Teaching Resources

Since the introduction of course books in each school are not the same, before

the first class observation, it was important to be familiar with the course book which was used in the classrooms. The Rīgas Valda Zālīša sākumskola chose the Upbeat Starter as the course book, which was the first of a four-level course for teenage students and chose as the course book for form 5 English learners.

The course book Upbeat Starter has the following multimedia material components with the aim to make it possible for every student to achieve success at his or her level of ability.

(a) Class audio CDs

The Class audio CDs contain all the recorded material from the Student's Book, plus the songs from the Motivator.

(b) A student's Multi-ROM

The Student's Multi-ROM is a self-access resource for each student to use on a computer either at home or in school. It is an amusing and motivating way to practice language and may be especially useful for those students with learning difference. The Student's Multi-ROM can enable students to practice at their own pace in an alternative format, which also can provide opportunities for students to monitor their own progress. The Student Multi-ROM offer extra multimedia material for those students who risk falling behind, and reinforcement and revision for those students who are keeping up.

(c) A Test Master Multi-ROM

Extensive photo copiable test materials in the Test master Multi-ROM is provided as well.

(d) DVDs

Two DVDs accompany Upbeat: a culture DVD featuring life in Britain and the USA, and a drama DVD called Five Days which features a group of teenagers who make their own TV program. A drama DVD with a motivating storyline and effective language consolidation is provided to challenge students both linguistically and cognitively to maintain their interest and ensure that learning is effective.

(e) Interactive Whiteboard software

Interactive Whiteboard software is available for each level of Upbeat. The

software is for use by the teacher in class. It contains electronic versions of each page in the Students' Book.

Using this software teachers are able to:

- zoom in on any part of the page
- play audio material and display the tape script while the audio is playing
- view the related course video material and display the video script
- do related Multi-ROM exercises
- click on a button to make the red highlighted words in the presentation dialogues and texts disappear as they would with the red bookmark.

Based on the data obtained from the observation, it is apparent that unlike previous generations, today's teenagers are surrounded by technology, which they can generally use with ease and efficiency. They live in a world where sounds, images, words and ideas come at them in a constant stream from different sources. We can say that the course books which stimulate visual intelligence by the many and varied types of photos, illustrations, and audio materials will be more and more powerful in the future.

(2) Teaching Situation

(a) Insufficient teaching hours

According to the observation, it can be known that the teaching program was set out as follows: the Form 5 students in Rīgas Valda Zālīša Primary School frequently have only three English lessons per week, and each lesson only has 40 minutes. Due to the learning content of each unit include four part (4A, 4B, 4C, 4D), each part has unique topic with different learning objectives, Therefore, each one topic required to be finished every other lesson. In other words, in order to accomplish the teaching task, each unit needs at least one month time.

It is sometimes difficult for teachers to feel that they are achieving enough in the time available. They may feel unable to cover the work as thoroughly as they would wish, or to ensure that all the students are making enough progress. As talked above, it is obvious that multimedia materials which provided by the course book can meet the urgent need of English learners.

(b) Teaching Equipment in the Classroom

According to the observation, the English classroom had basic equipment which can ensure implement multimedia activities in English lessons. For example, there was a projector, an audio player, a computer connected with internet and sound equipment in the observed classroom. All the equipment was in regular use.

(c) Small classes

According to my observation, the students number in the class of Form 5 is approximately 15 (sometime some students were absent), this kind of very small class was very differ from Chinese large class numbers.

According to my observations, in addition to the exam lesson, each student had the opportunity to answer questions on their own initiative or was asked randomly by the teacher. This teaching model can ensure that each student participates in the classroom activities actively and it can help improve the interaction and relationship between the teacher and students.

In a significant number of schools, large classes are the normal rather than the exception. Large classes make it difficult for teachers to ensure all the students have sufficient practice in English to make significance progress. Furthermore, teachers cannot always pay enough individual attention to students, especially those in greater need of help. Apparently, in the case of Latvia, the students have more opportunity to practice in English lessons.

(d) Mixed level classes

Based on the data obtained from the questionnaire above, it can be known that the students who were observed in the Form 5 class have different learning level and different attitudes toward English. Four fifth of the students have more than five years learning English experience, while three fifth of the students study English for less than 5 years. This data reveals that the application of different kinds of teaching techniques in English lessons is indispensable and of great significance.

(3) Motivation

Based on the data of the questionnaire for the students above, it was clear that different students has different attitude toward English. Consequently, students may

bring to the classroom preconceived ideas about whether learning English is fun or not. If their experience of learning vocabulary has not been positive, their level of interest and motivation may be low. On the other hand, their previous experience of learning vocabulary may have been a positive one, in which case their level of motivation when they join the class may be quite high. According the result of observation checklist (see Appendix 4), when the teacher use different teaching strategies to help students learn English, students will be excited and motivated to improve their confidence overcome the challenge.

In either case, it is essential that their English lessons contains topics which are interesting to them, and exercises which are intellectually challenging and which have 'real-world' value in their eyes. Through these classes observations, the topics and tasks in Upbeat have been selected to interest, challenging and motivate students. The topic about the places and modern landmarks in the UK which related to the across cultures can be a good example. The teacher prepared a PPT with texts, pictures and videos to introduce the new topic (see Appendix 5, Appendix 6).

Every Thursday, the specified student was requested to present their presentation about different countries culture. During my observation, the students introduced different topic (*Table 3.34*).

(4) Implementation of Multimedia Materials in the English Lessons

(a) As talked above, the course book Upbeat Starter had provide different kinds of multimedia material for the teachers and students, therefore, it is necessarily to observe the main forms of the multimedia materials which were implemented by the teacher in the English lessons.

During the observation, as mentioned above, due to the learning content of each unit include four parts, each part has unique topic with different learning objectives, for example, the knowledge about grammar and vocabulary. Moreover, the English language skills include listening, speaking reading and writing are throughout each topic.

According to the recording data of the observation checklist (Appendices 4), it can be concluded that the main forms of the multimedia material used in the lessons

include the pictures and audio CDs. Apparently, the course book had provide a wealth of pictures with the aim to help students comprehend the topic in a easier way. As the each learning topic containing the new vocabulary, hence the audio CDs play an important role with the aim to help students pronounce accurately. Another factor should be highlighted that the class audio CDs was used with the second highest frequency due to it contains all the recorded material from the Student's Book and plus the songs from the Motivator Book simultaneously.

When talking about the course book, as it was discussed above, it was clearly to see that each topic provided colorful pictures which contained relevant information of the learning content (see example in Appendices 5), with the help of various pictures, students can avoid aesthetic fatigue and can arouse their learning interest.

Another factor should not be neglected is that the rate of utilization of the other four kinds of multimedia material provided by the course book included the Student's Multi-ROM, Test Master Multi-ROM, DVDs, Interactive Whiteboard soft was too low to exploit the advantages of multimedia materials to the full. It can be concluded that one of the possibilities to change the situation discussed is to raise awareness of educators and students to increase the usage and ICT knowledge.

(b) It is important to underline the fact that multimedia does not come with a collaborative pedagogy means that it is the teacher who has the full responsibility to adapt the pedagogy and implement it in a collaborative pedagogy. Therefore, another one emphasis on the classroom observation was to record how the students implement the multimedia materials during their English lessons.

Table3.34 Implementation of Students Using Multimedia Materials

| Presentation Time | Topic of the Presentation | Multimedia Presentation Type |
|-------------------|---------------------------------|------------------------------|
| 10.12.2015 | United States of America | Text with pictures |
| 15.12.2015 | British and American Inventions | Text with pictures |
| 07.01. 2016 | The USA and the UK holidays | Text with pictures |
| 14.01. 2016 | American and British Food | Text with pictures |
| 21.01.2016 | Sport Popularity of the UK | Text with pictures |

| | | |
|-------------|-----------------------------|--------------------|
| 28. 01.2016 | American and British Drinks | Text with pictures |
|-------------|-----------------------------|--------------------|

As demonstrated above, the insufficient teaching hours resulted in the limited opportunity for students to practice the multimedia skills. However, the English teacher who was observed had recognized and attached importance to this issue. Based on the data in *Table 3.34*, it can be an evident that students can take advantage of the presentations to promote their multimedia skills and language skills with the corresponding period. Additionally, multimedia materials with the aim to make it possible for every student practice new ways to add interest to their presentation. Multimedia materials enable learners to use more than one sense at the same time, for example, due to the picture could elicit unlimited words, all the presenter choose pictures to help them express ideas. From another perspective, this can be concluded that the students need to practice more various kinds of multimedia materials, for example the video or animations.

3.4.2 Conclusions Based on Observation Analyses

The observation findings involved the following elements:

Firstly, observed the surroundings of the classroom and providing a written description of the context. Secondly, described what and how the participants implementing the multimedia materials in English lessons in detail. Thirdly, recorded the frequency of implementing multimedia materials and duration of those activities/interactions and other activities.

During the four weeks that the research observed the Form 5 students in Rīgas Valda Zālīša sākumskola, it can be concluded that the course book played a vital important role as the teaching resource for both students and teachers. Tremendous excitement and growing confidence can be noticed as students engaged in multimedia learning and implemented student-centered institutional approaches. In the classroom, students adapted quickly to the multimedia teaching model and developed their speaking and listening ability and enriched the learning experiences, clearly, the multimedia technologies motivated and engaged them.

Nevertheless, another factor should be highlighted was that in vocabulary activities in a typical EFL class, students whose self-confidence and linguistic

competency is relatively higher usually tend to participate in the presentation activities more frequently when the teacher is randomly nominating students. This may result in shy or weaker students tend to be even more and more passive over time.

Therefore, the observation data presented in this subchapter reveals the necessity to raise awareness of educators of the importance to include the multimedia aspect paying special attention on all level students within the foreign language teaching practices.

CONCLUSIONS

Within the research framework, the effectiveness of multimedia material to facilitate vocabulary acquisition in primary school was studied.

Based on the data obtained in the research framework, the following conclusions can be drawn:

(1) Main Findings of the Research

(a) The importance of foreign language proficiency, specially that English as the global language, is apparent. Therefore, students of English need materials which fit their world and broaden their skills leading to good outcomes. Moreover, classroom materials should help students explore and identify their own learning strategy.

(b) As technology and visual images become more integral to education field, schools are accepting this change by incorporating multimedia technology such as sound, video and slideshows in classrooms. With the development of Information and Communication Technology (ICT), the computer-based materials for language teaching and learning become more and more popular. The data obtained reveal that language teachers are familiar with multimedia materials. Therefore, teachers adjust classroom instruction to the modern world. For English learners, using multimedia materials have the potential to introduce new vocabulary acquisition strategies within the context of ICT while modeling appropriate phrasing, intonation, and articulation. Responding to insufficient training in ICT for the language teachers, emphasis on in-service teacher training should be seen as vital with other courses for the application of language skills.

(c) Multimedia introduces the subject content using a combination of different content forms such as text, audio, images, animation, video and interactive content. For example, rather than simply implementing text-only or traditional forms of printed or hand-produced material, more and more teachers are willing to bring various multimedia elements into the classroom which can stimulate and excite the class environment. Facilitating an interesting learning environment can enhance students' English abilities and this is a major goal for EFL teachers. EFL teachers

should be aware of various language strategies they can use to teach students, as well as how to apply effective and varied instruction in primary schools. The multimedia approach is recommended to be used as a teaching model which can promote more positive relationships among students and motivate students develop self-esteem and self-identity.

Based on the research outcomes, it can be concluded that students are more interested in multimedia materials which comprise the elements of text, audio, images and video.

(d) Another crucial point which should be highlighted was the challenges related to the use of the multimedia. For example, multimedia equipment require copious financial and human resources; it is time consuming to prepare the multimedia materials, schools need to train staff on hand in case of malfunctions or technical difficulties, too much reliance on multimedia can cause social loafing, a phenomenon where a lack of contact between the teacher and students can result in a loss of effort and focus.

(2) Limitations of the Research and Implications for Future Research Implementation

Due to the scope of this research, it was difficult to be able to collect data from the entire recommended population sample, so this study is limited by the number of participants using a convenience sampling. Additionally, due to time constraints, the study was conducted only in Form 5 English lessons, which means it examines English language spread focusing on only one level of education--primary. Therefore, the findings might not be representative of other contexts.

In order to collect sufficient information about the multimedia materials in the limited time, all the questions of the questionnaire were designed as the multiple choice questions. Future studies should include scientific studies aiming to assess the attitudes and approaches to implementing multimedia materials in English classrooms.

THESES

(1) Both teachers and students face different kinds of challenges about the vocabulary acquisition.

(2) Multimedia materials provided the opportunity for the teacher to use a variety of techniques and approaches in teaching vocabulary.

(3) Students were more interested in multimedia materials which comprised the elements of text, audio, images and video.

(4) Multimedia had both advantages and disadvantages.

(5) Some schools had insufficient support reporting the necessity of teacher training and the lack of equipment to implement multimedia activities in English lessons.

(6) The course book played a vital important role as the teaching resource for both Latvian students and teachers as it provides sufficient multimedia materials.

(7) Responding to insufficient training ICT for the language teachers, emphasis on in-service teacher training should be seen as vital with other courses for the application of language skills.

(8) To ensure future sustainability of English vocabulary teaching and acquisition, implement new ways to attracting and motivating students-not only the students of Latvia and China, but also the students population from abroad is of urgent necessity.

(9) At present, there still exist major issues to be solved in the FL education, for example, exam-oriented teaching tendency, stereotyped teaching model.

(10) The current examination-oriented education system in China has some disadvantages, like the disconnection between theory and practice that renders students with high scores have low abilities.

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Interview Transcription of Latvian teachers (Group 1)

Interview sample 1

1. I know you are teaching 5th and 6th grade students, can you tell me which other grade students do you teach now?

First, second, third, fifth, sixth, eighth and ninth.

I have known you have been a English teacher for 14years.

Approximately.

I can say you are a experienced and professional English teacher.

3. Teaching vocabulary is a very important part for language teachers, during your long teaching process, can you share with me how do you teach English vocabulary generally?

I take some notes, usually I try to courage my students to be curiously, to motivate them, then o course it depend on the lesson, I started with presentation or warming up them then with the practice. It can be target practice, it can be model practice, it can be really practice with repetition, then we use expressions, words, in some authentic situation.

4. As you said, you not only teach first grade students, but also teach the fifth grade students, what's the difference between the lower level students and high level students?

Yes, of course. We worked with elementary class students, it's all about role plays, songs, mime shows, we learn through the movements, the more we mime, move, sing, visual models to show what we're learning about, more acquire they learn., but if we talk about the six, seven grades, of course, here we put critical thinking, creative thinking, students learn sympathize and analysis, work with different resources, there are huge difference.

You mean the elementary or higher?

You can talk both.

It takes some time to get used to the system, but if you got experience or methods, if you have experience, it will be easier. But it might be challenge to have the class of first grade before you have a second lesson with nine grades, it's a bit if psychologically difficult, but it's just a question of practice. The more you work, the easier it is to accept such concepts.

5. During your teaching experience or study experience, have you been trained to create your own multimedia material or be trained to use some kind like computer technology?

Well, to tell the truth, not really, when I graduated from the university, these programs are just appeared, and of course I feel as a teacher, that's not enough. Because nowadays, our students are know more about the computers than we do, of course, when we were working cooperative our students share their experience as well. They are so happy to share and help the teacher, and they feel they are important.

Maybe sometimes you should improve your computer skills by yourself?

Absolutely, it tends to be the next question about teacher training.

Of course, I attend different courses, I try to improve my skills but it takes a lot of time. Programs, equipment, software, because internet is quite slow in this classroom and all the programs are on the computer, so it also depends on the equipment. But of course I do attend courses and I am going to attend more and more courses in the future.

6. What kind of multimedia materials do you use in your English lessons?

Because I have seen some multimedia materials in your classroom, such as computers, videos, audio and projector, and speakers.

Yes, can you tell me how often do you use the multimedia materials in your English lessons?

Every lesson. But you know sometimes, it's just the presentation and the activities and resources. Sometimes, I use the CDs all the time, I use the presentations mostly, but not all the lesson. I use some videos but only I have this new computer. Because there's a problem with this computer running disks. So it's a question of equipment, and then it depends on the internet if everything functions. I use British Councils resources, there are quite many resources that teachers can use. But again it's a question of modern technologies. Yesterday, I had a course, our teacher taught us how to use wardrobe 3 and more different programs and methods. And you know it was challenging, it isn't enough for me to attend one or two lectures, I need more and more practice and time to acquire it. But I would be glad that if we had more such kind courses, one would be practically, try out this new methods.

I think you are luckier than Ruchi, because I heard that not all classrooms have the equipment.

Yeah, you know, this year, I have a lot of lessons here in this classroom, and of course, as a teacher, I am absolutely happy to have this kind classroom. Two years ago, I changed the classrooms every time and I was carrying three bags and books and computer, and at the beginning of my projector as well.

Oh my God.

Yeah, it was a challenge, but as you said, I'm quite lucky and happy to have this kind of technology in the classrooms.

So, it means the school should support more equipment for every language teacher.

I think every language teacher needs computer with all the programs because it's impossible to download some programs on the computer. Yeah we need more equipment. And our school is working hard on it.

9

Well, as I have already mentioned, it's a challenge for me because we haven't a lot of special lectures in our university that time, I attend different courses and I try to use some of the new methods, and I try to use some aspects of this technology when I prepare my lessons.

Is it free or you should pay money for this kind courses?

Well, this year it's for free, but I want to apply for the present courses, but all the

places already taken, so I didn't have a chance even to get into the group, yeah, so as I said, quite many Latvian teachers feel lack. We do not have a lot of skills, we don't have so much knowledge in this field and of course we need more such kind courses. But usually it takes a lot of time, when you try to find appropriate materials for your presentation on the internet, that 's much topic, it is challenging.

10. So another question is where did you find the necessary information about multimedia materials?(Found on internet, offered by the textbooks, recommendation from friend or colleague) during your teaching process?

So, as I said, from the courses, then of course books have got CD-ROMs, some time some recommendations which websites, my colleagues, as I said, we share our experience, we discuss how we can improve our students' knowledge of English and how to develop their skills as also we share with our colleagues.

11 As you know, the internet give us an explosion of information, there is so much information in the internet, when you search the multimedia materials on the internet, how satisfied are you with the multimedia materials you used in the English lessons?

Sometimes we search the information for the lessons, but it is not appropriate for our different level students.

Not only for different levels but also for the age of students. It is also challenging because sometimes you find a great video but then there are some aspects that students are not allowed to see. So it is a challenge but since we have some courses, our teachers are giving a list of websites that are recommended for the students. But of course, you have to do a lot of work yourself. Surfing on the internet and websites, that's time consuming.

I understand.

It's really exhaustion.

When you use the multimedia materials in your lessons, what's the reflection of your students when you teach the vocabulary with multimedia materials?

Usually they're very happy when they have presentations, videos, some CD-ROM activities or some authentic materials from the internet resources. And you know, what I have noticed my students are ready to perform their own materials as well. For example, we had new vocabulary with eight grade students last year, and there was a girl who was really good at PE, she offered her program and she worked out a presentation with videos about the new vocabulary. She was like a teacher at the third part of the lesson. And you know she also inspired other students. So it's not only the teacher who is giving information, sharing ,teaching, but students also feel they are important when they teaching the others. And by the way, they realize how easy or difficulty to stand at the front of the class and teach the other students work. These experience are really positive and I always encourage my students to share their experience before their presentations. But this multimedia resources which are matching our topics.

It means during your classes, not only the teacher, but the students always have learnt the skills how to use multimedia?

Well, as I said, nowadays the students know more about modern technology than we do. Usually they feel absolutely sure they know which websites they need to use, what button they need to press, but as for me, I also want to be intelligent in this field as my students. It's another challenge for me, so that's why I attend this course and try to improve my skills in the PE.

Can we talk about the advantage and disadvantages of multimedia materials?

Of course, the great advantage is that you can encourage your students curiosity, motivation, they're interested and they are eager to cooperate, especially when you ask them to do the presentation, and the whole class are ready involved to listen, what I like this lesson is that after such kind presentations, my students start ask questions, they give their comments and this is very valuable aspects of the learning process cause when the students have questions, that's great. It means you make them think critically and it's very important. And the positive atmosphere also can motivate students, that's another advantage. But talking about disadvantages, you should be very careful with this modern technology. You should strictly plan your lessons because you cannot use these presentations only videos for forty minutes not stop. Special in the elementary schools, you need to vary activities to develop their listening, writing, speaking skills. This might be one of the disadvantages.

When the teacher used most time using multimedia materials, but if you are an experienced teacher, you have your experience, you have your methods, you know your students, you know your goals and your targets of the lesson, you know their needs, of course, you do take considerations the amount time spend on multimedia.

So your point is in the long term the technology has a great significance on both teachers and students.

Absolutely, and for different ages as well. You should just be careful with the amount time used on the technology. But all in all, nowadays, for modern society, it's very interesting to use multimedia resources and materials, of course students and teachers are interested in it.

And I saw you gave the homework on the internet.

We use the E-registered Email and sometimes also write the websites resources which students might use. But you also should be very careful with the resources you are giving them, because the new vocabulary you ask your students, for example, to translate new words at home, some of them use the ordinary paper dictionary vocabularies which are quite right, year, Oxford University Press offers very good vocabulary dictionaries. But some of the students might use inappropriate resources on the internet like Google translate.

It's not precise.

Yes, that's not precisely and they learn from those transactions and then you should put a stress on which website you are giving your students. We usually put stress on Oxford learners dictionaries our students want to use multimedia resources because on the internet you can download this dictionary and you can hare how the word

pronounce, and there are many examples for British American English, there are quite many explanations, it's quite right for basic school, but it might be challenge for elementary school. As we talked about the elementary school, it's absolutely different approach for vocabulary learning.

The last question is what are the attitudes of your colleague about the multimedia?

Well, I noticed my colleagues use multimedia materials, but again it's a question about the equipment. If you haven't got software with special program or bring your computer, you cannot use all the programs successfully.

It depends. But nowadays, there is huge strength that multimedia materials and resources.

Ok, thank you for sharing your valuable ideas. It's helpful for my paper.

I was glad.

I like your speech rate because it's not too fast or too slow. I can keep up with it. It's easier for me to transcribe.

Thank you and good luck with your master degree.

Interview sample 2

As you know, I am writing my master thesis about multimedia materials to facilitate vocabulary acquisition in English lessons. I need your kind help, because you are experienced English teacher and your point of views are very valuable for my paper. As interview is one of my research methods, I really appreciate you are willing to help me, and share your thoughts with me.

1. I know you are teaching 5th and 6th grade students, can you tell me which other grade students do you teach now?

Year, I teach grade 1, grade 2, grade 4 and grade 5, grade 6.

So, they are all young learners.

Yes, definitely.

Until now, how long have you been teaching English?

Nine years.

It's long time, I think you are experienced teacher.

As all know, teaching vocabulary is a very important part for language teachers, can you share with me how do you teach English vocabulary generally?

Actually, I am very lucky, because my students know a lot. They had been taught in the kindergarten and they come to grade one and in general they almost know everything, usually, we use pictures, we use some signs if its movement with move. If we can show video, I will show video, if we speak animals, I will give them animals sound to try to tell me what is it, stuff.

You are lucky to meet with these students.

Yes, I'm lucky.

When you teach English vocabulary, what are the difficulties and challenges for you when you teach English vocabulary for the very young learners?

Pronunciation, sometimes, kid mix up the word but not so bad, pronunciation is sometimes in trouble, and sound like /z/ and /s/ , that's problem, they try to say all the

letters in write word and they shouldn't say everything they see, but they want to pronounce every word, every letter.

5. During your teaching experience or study experience, have you been trained to create your own multimedia material or be trained to use some kind like computer technology?

I have been a couple of courses.

During your study in university?

During my study, actually no, during my studies, I learnt any projectors, they went available, they went any interactive board, there were basically those I don't know lamp projects on the wall, we were taught that we can use these projects if you want to. But, now, it wasn't. But when I came to school, when it was five years ago, when all these projects like the interactive started appeared, then I went to a couple of in survey training for these that was helped out, but it wasn't the problem because we have all the technology that we can do everything we can do .

6. What kind of multimedia materials do you use in your English lessons? (for example pictures, videos, audio)

We use pictures, we use videos, some picture grams,

Some video games?

Not so much.

We had a chance to get to the computer classroom, then we would use computer games. Sometimes I do show them a game but that means the whole class play a game but sometimes there only one person has the chance to do it, unfortunately. Like as we know, the multimedia function as well.

It means not every student has the chance to use the multimedia.

Exactly.

All the kind do they see everything but they aren't active.

I agree with you.

7. How often do you use these multimedia materials in your English lessons when you teach English?

Well, quite often. I can't say every lesson, but once a week that's sure.

Yes, during my observation I think so.

Exactly.

8. Do you have all the necessary equipment in order to use multimedia material in your classroom? I heard some teachers should change classrooms when they use the interactive whiteboard.

I have computer, I have projector, and screen, and CD-ROM, I wish I had a interactive board but I don't. If I want to, I can change my classroom if I need.

How often do you use the interactive board?

Not very often, I prefer not to trouble myself and the colleagues, if it's really necessary, like twice week ago, I can deal with it.

9. Is it difficult or easy for you to prepare the multimedia materials?

Actually it is easy because it's all on the internet. If there isn't internet, then I well be

in trouble. But you just Google, thinks you need, and they are. But sometimes spent a lot time to evaluate the resources, the materials you got, they take some time because, sometimes you combine them, but it doesn't take too much time, it's not difficult.

You mean you should make sure if it is suitable for your students.

Yes, because different students have different language levels.

As you said, you always find the necessary information on the internet, maybe some from the textbook?

Yes, there are some CDs in the textbook with some extra exercises you can open it if you wish. But every student has the CD as well, you can put it in their computer at home and do their exercises connected with the homework.

So the CD-ROMs are available for each student?

Yes

Because in other school, I found that not every student has the CD-ROMs.

The CD-ROMs just in the textbook, if they put them separately then we don't have.

But they are just in the book.

11. Just as you said, as you know, the internet gives us an explosion of information, there is so much information in the internet, when you search the multimedia materials on the internet, how satisfied are you with the multimedia materials you used in the English lessons?

In general, I was satisfied but there are some problems. For example, specially, if you are learning some not beginning grammar but elementary grammar, like comparing present simple, past simple, which we do and the exercises usually has very difficult vocabularies, which is suitable not for children. So that's the problem sometimes. So the background information doesn't correspond to we need.

So you should choose appropriate materials for the appropriate level students.

Yes, exactly.

12. The last question is could you please describe the reflection of your students when you teach the vocabulary with multimedia materials?

Well, they still like me do the things with the computer, because probably they think them are old, even they are young, they think I can't do anything and then when I do staff past them, then they are absolutely passionate, they probably act to the relationships, so they think I'm the person that who know what's going on.

Secondly, many of the children are visuals in nowadays, very many visuals. They switch from audios to connectives because they can get visual information, so for some, that's what I remember.

And I remember during your classes, your asked your students to prepare some presentation and asked them the present what they had prepared, can you tell me why you ask them did it? Because during my study experience, my teacher never asked us to do this kind of exercise.

Well, computer skills are modern skills that need for everybody, that's why I teach

them and start doing thing even if to my mind they doing absolutely wrong, because they play with the letters, they make them bigger or smaller or the style they like but the effects don't help, but they have to do this, if they don't do this, they can't switch the profess.

I think it can help them improve the speaking skills.

Definitely.

And I find them are confident and they are very willing to share the information with others.

Not very confident but they are very willing to share. They love telling about themselves, so that's possibility, like previously, that ten years ago, they wouldn't have a set of photos to show around the class, now they don't need to spent time to show photos around, so they show them on the screen, everybody can see and everybody can comment.

And I think we can save a lot of time.

Yes, definitely.

And it can improve the study effect.

It can also save money, if you go to print those photos out and now you need to do the things in the computer.

Do you think your students' computer skills are higher than you?

No, unfortunately no, I still waiting for the time that they are more advanced than me, but I'm always advanced than them

After you finish your work, maybe you improve your computer skills by yourselves?

Well, sometimes, absolutely randomly need to use the program that I never used. This helps, for example, I need to record some music sometimes for myself, so I find the problem, figure out what's going on. That's the thing just happens.

Thank you very much for your kind help. Your spoken English is very good. If I have some more questions, I will contact with you. Thank you for your time and support. Have a nice day.

Interview sample 3

Hello, can you tell me which grade students do you teach now?

I teach Grade 3.

2. How long have you been teaching English?

I've been teaching English for 5 years now.

3. How do you teach English vocabulary generally?

Depending on the age group and aim, but mainly through interactive activities and games, sort of guided discovery.

4. What are the difficulties and challenges for you when you teach English vocabulary?

When students misunderstand a word or associate it with another one that sounds the same in their native language, but has a different meaning.

5. Have you been trained to create your own multimedia material?

Yes, a little.

6. What kind of multimedia materials do you use in your English lessons? (for example pictures, videos)

I use pictures, videos, online games, songs and more.

7. How often do you use the multimedia materials in your English lessons?

As often as necessary, it all depends on what I'm teaching, what age group and level it is and what is available for use in the classroom.

8. Do you have all the necessary equipment in order to use multimedia material in your classroom?

In the current one-YES

9. Is it difficult or easy for you to prepare the multimedia materials?

It's quite easy.

10. Where did you find the necessary information about multimedia materials?(Found on internet, offered by the textbooks, recommendation from friend or colleague)
Online, I usually just Google what I need, based on the task, focus or wanted outcome.

11. How satisfied are you with the multimedia materials you used in the English lessons?

As I often create them on my own, pretty satisfied, but there's a great deal of them available online, like BBC and other teaching websites.

12. Could you please describe the reflection of your students when you teach the vocabulary with multimedia materials?

They like it, because they don't even realize that they are learning :)

Interview sample 4

1. Which grade students do you teach now?

I teach students in secondary school, grades 5-9, elementary till pre advanced level

2. How long have you been teaching English?

11 years

3. How do you teach English vocabulary generally?

Vocabulary is divided into topics (Travelling, occupation, nature etc.). I use Solutions Student Book and try to implement such methods as TGT (gaming) and give word dictations every 2 weeks to make sure students learn the words (evaluation - tested (75% of the words are written)/ not tested)

4. What are the difficulties and challenges for you when you teach English vocabulary?
The most difficult for me is to motivate students to learn the words and not to make them bored.

5. Have you been trained to create your own multimedia material?

No

6. What kind of multimedia materials do you use in your English lessons? (for example pictures, videos)

I use all the materials on internet.

7. How often do you use the multimedia materials in your English lessons?

8. Do you have all the necessary equipment in order to use multimedia material in your classroom?

Yes. I have an interactive board and a projector.

9. Is it difficult or easy for you to prepare the multimedia materials?

It is easy because my first education is connected with computer science

10. What kind of multimedia materials do you use in your English lessons? (for example pictures, videos)

Videos, Cartoon program, YouTube

11. Where did you find the necessary information about multimedia materials?

On internet

12. Could you please describe the reflection of your students when you teach the vocabulary with multimedia materials?

I am working to improve my lessons every day and I try

Interview sample 5

I am writing my master thesis about multimedia materials to facilitate vocabulary acquisition in English lessons. I need your help, because you are teaching in primary school, and your point of views are very valuable for my paper. As interview is one of my research methods, I really appreciate you are willing to help me, and share your thoughts with me.

My first question is:

Can you tell me the background of your students? I know you are teaching in primary school.

Yes, I am teaching in primary school.

Which grade students do you teach now?

I am teaching first form, second form and third form.

How long have you been teaching English?

Actually,, I began as a private language teacher and I was teaching in a private institution . For schools, I will say I have totally four years experience.

What's the method for you to help the kids to study the vocabulary?

I use some games and sometimes I don't like translations, so we have flash cards also. Sometimes I showing the flash cards, they are telling what it is and then for example, when we have learnt the vocabulary, when we revise the vocabulary, I will use different kind of games, some different kinds of activities. That's it.

I think your teaching methods are related to the multimedia.

Yes, because I don't have my own class, but sometimes I go some classes and I find there is a computers then I' d lie this opportunity. If I know my class is going to be such class with a computer, I organize my lesson in such way, yes of course, I remember their book also has such kind links, sometimes I show this kind activities for a short period time in the class, and then I tell them, OK, now you can go home, and you can revise and do the activity on more time. So they doing home and do this activity at home on the computer.

The students are very enjoyable this kind of teaching method.

Yes, yes, they enjoy and they want to compete, they come and ask teacher can I do

this. They feel very relaxed. They like it very much.

You mean they can learn the vocabulary in a happy way.

Yes, they like this relaxed environment and they are learning. Sometimes they want to compete, but it's OK, because they want to show how much they know. I think they are motivated a lot.

When you teach the very young learners to learn English vocabulary, what are the difficulties and challenges for you during your teaching process?

As I said, sometimes, they are very competitive, they want to do it, shouting and saying "Can I come, can I come," noise is the problem but sometimes, in some kind of activities, they do it happily and without any noise, but it's very noisy sometimes.

It's because they are very young learners.

Yes, they are very young learners and they want to come and they want to do this thing to show themselves, something like this.

During your teaching process, did your institution or your school train you to create your own multimedia material? I mean the teaching technology about multimedia.

Yes, actually it's not technology. I have a course like last year, and it was about technology about multimedia. They taught how to create your website and there is a website called quiz.com and there you can create your own quiz according to the book. So you can create your own vocabulary quiz and then students can try this thing in the class and then you can give the link to them.

It's not from your working school, it's from your university.

Yes, it's from the university so I create my own quiz. So whatever vocabulary I do not remember from my book I search the internet and put it into photos. Not just follows, you can have the speaking practice, writing practice and they can do it individually, it's very good. It's called quiz.com, if you want, you can use it and we also learn how to create our own website, so I have created my own website where I can put recordings on the grade exercises there and I give a link and you can go try different exercises.

When you prepare the multimedia materials, where did you find the necessary information about multimedia materials? (Found on internet, offered by the textbooks, recommendation from friend or colleague)

Normally, I Google, but sometimes, my colleagues tell me all these websites which are beneficial for me, so sometimes they tell me and sometimes I Google.

Maybe from the teacher's resource book?

Actually, my teacher's book gives these links for this kind of multimedia materials, but they have this kind of normal activities. But I remember the projector book we have links where we can prepare, no, we can't prepare but there is a link where there are

different kinds of activities given for the students.

Do you have all the necessary equipment in order to use multimedia material in your classroom?

As I said, I don't have my own class, so some class have, some class no.

When you prepare some games for your very young learners, is it difficult or easy for you to prepare the multimedia materials?

No, it's not difficult, some games are online games, I just click it and just open it. I just have to know where to press and I save the link and during the class, I open the link and that's it. But I didn't prepare so much, for example, when I think for a quiz, yes, I should prepare by myself, but it's for like the future, I save it and I can use it many times as possible.

As you know, there is so much information on the Internet, we need to know how to choose appropriate information.

My next question is what kind of multimedia materials do you use in your English lessons? (for example pictures, videos)

Sometimes, for example, I prepare the PPT presentation, so I can show, it can be like exercises, activities they can do or we can just retelling. And I ask my students create their own presentation and present. And for young kids, I have YouTube video and there are alphabet blogs and this is very good for young learners when they learn pronounce. There are certain videos. And videos are just videos, but some of them showed some story and it was very nice for kids, they watched them and learn new things.

Yes, through the videos, they can improve the listening skills and pronunciation. I think your students in your classroom are very enjoyable your teaching style.

Yes, but I'm not always show them videos, because if I always showing them this kind videos, and then don't study and just want see something, so I occasionally show them videos.

You have answered you search the information on the Internet, so how satisfied are you with the multimedia materials you Google and used in the English lessons? It seems you are very satisfied with the materials.

Yes, actually I am satisfied, but for example, as I said, I prepared the lesson before, so I search and the link which I like I just save it somewhere, and during the class, like bookmark, I open the class, So I satisfied, I just Google and find something useful for every level and every topic also.

In your perspective, the students are more enjoyable than the pictures?

No, it depends, actually because sometimes we have presentations like game, for example, I show some pictures and I stick some paper on the board, then they have to

go around the class, read the materials, look at the picture and then they have to say it is true or it is false, so something it's like an activity but they went around the class as well. So they not just sitting and watching. So I want to say that showing pictures isn't board.

All in all, I can say the multimedia materials helped you a lot during the class, maybe in the future, more and more English teachers will use multimedia materials.

I think yes, they will use it, but the problem just as I said not every class is equipped with computer, but I hope four or five years in the future, I think the thing will change and there will be computer everywhere and I hope so and things get better, you know.

Thank you so much for your valuable information because you gave me some very fresh ideas. Thank you so much.

You are welcome.

Interview sample 6

How long have you been teaching English?

I've been teaching English already for ten years.

It's a long time.

When you teach English, as we all know, we should teach vocabulary and reading, writing, listening and other aspects. How do you teach English vocabulary generally? (just primary education)

Using the resources in teacher's book, the advice in the teacher's book majority. But they are more connected to the students

May be you have some your own ways to help your students learn vocabulary? For example use pictures?

The pictures are used quite frequently. If there are something you cannot explain, you can show pictures, that's easier. The last time I remember I was talking about medical things that I could not explain like how old are you, with there was a quite good picture that show a serious disease, I still remember the picture, and the students still remember the words as well.

What are the difficulties and challenges for you when you teach English vocabulary?

Usually find those pictures, to find appropriate explanations, to find the materials themselves on the internet because there so many things that you may get lost at once. The resources not enough if you simply know exactly vocabulary, if you Google, because people nowadays put everything on the internet. It's really difficult work to select the resources.

How often do you translate the vocabulary in Latvia?

First of all, I make sure they do understand the meaning in English, and then

gradually I quite often translate because it is important for them to hear their native language how it sounds, it's not like they hear something around the environment they always do not know anything but they actually like the lingual way of learning.

During your ten years teaching English experience, have you been trained to create your own multimedia material? For example, your school trained you how to use technology to improve your teaching skills?

They have been some courses but they have been few. I usually do not attend because I didn't see them need when use the technology, usually yes I need to show something like video that I can install everything should be really the reason why use them. And usually, I do not know the reason. It's much easier for me to give them the homework to watch something from YouTube which I sent to them in e-class. That's so easy and so convenient and they enjoy them.

Do you have all the necessary equipment in order to use multimedia material in your classroom?

No, I do not have anything, just blackboard.

So how do you play the videos for the students?

If I needed, because I know that already in advance, I put the projector and computer, but that's if I needed. Usually I don't use, quite rarely.

What kind of multimedia materials do you use in your English lessons? (for example pictures, videos)

If I concentrate on vocabulary, I use pictures, If I concentrate on topics then I use video, but there are ways I often use radio and I have had the experience using the BBC news, five minutes every lesson before we start the topic, we listen five minutes and then discuss what we have heard.

So you can improve their listening skills.

Yes, and also speaking skills. Because they are usually really afraid of listening tasks cause they think they cannot succeed. But if you do that gradually every lesson and really get ready for this, then you'll develop and get brilliant and they can understand each other.

Yes, I agree with you because it is very important to motivate the students to learn English better.

Exactly.

Where did you find the necessary information about multimedia materials?

(Found on internet, offered by the textbooks, recommendation from friend or colleague)

Usually Google, there are also some discs that I have used, and CD-ROMs we can find some links from the teachers' book. But I haven't use that so often to give the tasks to students and nowadays the situation has also been changed to worse that the schools got but the students' books so they should really careful those CDs. Sometimes the school takes out those CDs and collect them and there no use exactly.

But for some classes, I know, they think it's not safe to give the CDs for the students. That's too stupid for the students.

How satisfied are you with the multimedia materials you used in the English lessons? I shall say that you can be satisfied but you have cost time to choose the materials. If you know what to look for, for example, British Council is a wonderful page for English teachers and learners, and the topics are really interesting for the students as well. So if there is not a webpage which you can really rely on, you have to spend quite a lot time to find the information and work with the information and support materials. For example, you find some topical things about the latest news which you have heard yesterday and you think your students need to know, of course they need and they should undated and that's why multimedia materials are full. We have to make the students updated and you can take those materials and you should also find some materials about listening task, you should find pictures which appropriate, it's really time consuming to prepare those materials for the lessons.

Because you are English teacher, from the teacher's perspective, what's your ideas about the multimedia materials to improve the students learning English, I mean do you think your students are very enjoy when you use multimedia materials?

I think so, but I 'm not sure if they are motivated enough.

Why?

If we could deal that in one day we all talk about compass book about the topic were speak in English they will be wow but usually they were not motivated even watched the videos in YouTube if that's their homework. It's really funny and nice but they don't think so.

Why sometimes, the students don't like the video?

They don't like homework at all.

Oh, it's about the homework.

Yes, it's homework usually.

But I know the videos they do enjoy more over if you give the task to do

In the lesson, they are motivated, that OK. As soon as they get out of the school, and it's sunshine outside and it's warm, so you can not actually get them to do their homework, if you got ten minutes between the lessons, you are lucky really because they want to do the homework, otherwise somehow they were forgot the homework.

Thank you so much for your help and support, because you are experienced English teacher and your point of views are very valuable for my paper.

Interview sample 7

Hello, firstly, I want to introduce my master paper's topic. My topic is about multimedia material to facilitate vocabulary acquisition in English lessons. As interview is one of my research methods, I really appreciate you are willing to help me, and share your thoughts with me. I would highly appreciate if you could take time and answer my questions.

Good.

My first question is which grade students do you teach now?

I'm now teaching one group students that are of fifth grade, they are all fifth grade students.

Can you talk about your teaching experiences?

Yes, well, as my thesis is a little bit similar with your multimedia material, yes I also use podcasts, they are also multimedia materials, I take from the internet and give to my students. For example, recently, we had a theme about schools and we talked about different schools and I search for the video to show them and I have found ten most usual schools in the world, their task was I set up the steps: what's the school name? Where the school is located? They need to follow the instruction of the question and they need to remember what, where, who, why, yes and how, all this kind questions. And they need to grasp the information that they are learning to understand and here the words and understand the meaning of the materials given them, and so they will listening and also they saw the picture of the school, and they were writing for example, where the school locate in American, for example, there is special school for the rich craft, if you know the history of the city, there was burning the ,some lessons they were about reading graft ,that's strange but still , for example, others were in India, teacher saw many poor kids on the street, they are not learning, they are waiting for money in the tree, so she thought like when the train stops, she will educate them and she teach them how to read, how to count, like numbers, and actually she really manage to collect these poor kids and give them education and it start like company and the government also considered it was a right thing and give support and she opened like this kind train school. So in the train, when it stops, children gather around the teacher and they are learning and get extra food. My students are really liked those kind material, because it was really interesting and even the next lesson, they please me for can we see it one more time? I said no, sorry, we had already seen this, we need to preceded to next size, they said all want to like this kind school more, they really interested in this kind of school. When I don't use this kind material, they are also like good in the lesson. But I think they remember some kind bright materials that given by techies multimedia material more and brighter. Because may be now in their memorize mind, they are children of twenty first century students. They are used to this kind of multimedia material of this fast information that is flowing, they receive it better.

As we all know, the vocabulary acquisition is very important for everyone to start learn language, I want to ask you how do you teach English vocabulary for your students.

Yes, of course, we have pre tasks, I give some words and I lead them to the theme, for example, yes now we have the theme about education, now you have a list of vocabulary, we need to translate them in Russia, in their native language, I think especially for those kind of memory types there are perceiving more written form and

the visual learners are more into remember this vocabulary when they are see and write it down, and of course listeners, they are receive and remember more when they are listening. But now I think we have this kind of combinatorial. Children are combining more memory types because now we have more listeners and visual learners. So I think their memory types are combining.

Interesting, it's very good explanation. What are the difficulties and challenges for you when you teaching the young learners study vocabulary?

Well, you know English language is really bride and it has so much like, one word can has different meanings. Sometimes, I gave one translation for this word, but in another case, when they have learnt this word with this translation, and then they go to another text, it has been a little bit another meaning, it's really confusing and complicated for them. In some kind of examples, just as our mother tongue, one word has different meaning, don't worry, it just has one more meaning. That's also try to remember this meaning. I also try to tell them, for example, the word, verb spend, so please pay attention this word, because it has different meaning, like spend the time, spend the money, it's different, and if I only said spend money, they will only learn spend money, and I try to focus on the difficult language. They understand and they try to remember.

Have you been trained to create your own multimedia material?

No, I haven't been trained even I don't know this, just I have the theme, I try to search for the multimedia materials that are given in the internet. You know nowadays, there is so much information which is enough for us, and I think even there are special designed channels in YouTube for learning English for the foreigners. And they give plenty themes and topics or something like resources like educational stars, that's really enough. However, there is one difficulty, because it could be in American and accents are different, and it's really difficult to find material that is also understandable and keeping on this level when you are teaching primary grades. It's understand and not high level. That's really challenge.

You should choose the materials appropriately. Do you have all the necessary equipment in order to use multimedia material in your classroom?

Well, actually, the class is not so big, they are really small, but we have computers and we don't have a projector but we had found out good solution for this problem because we have a big screen, like big television, normal screen, not huge but it's normal. And we just bought a special keyboard to connect the screen. We can show the television with notebook. The students can really see everything. It's convenient.

Is it difficult or easy for you to prepare the multimedia materials?

Well, actually it depends on different topics. For example, I remember that for small kids, I wanted to find some materials what connect with sports, actually it was a little bit hard. I don't know why I thought it would not so hard but it was really time consuming. But for example about the school or education, it wasn't so difficult like

in ten minutes.

How often do you use the multimedia materials in your English lessons?

Well, I actually try not use it so often because it's time consuming and also they are used to know, oh we are now watching and we need to change every time. This day would be like more develop on reading, speaking, and this time you will like listen and understand. And they find showing multimedia materials is not so often, they found this kind of rewards because they are waiting for it and they are more motivated to do this kind task. You will have it after this task, and they are really try to do the task I given them the multimedia task.

How satisfied are you with the multimedia materials you searched on the internet and used in the English lessons?

Well, also actually it depends. Some difficulties may appeared when there was language problem were the speaker has the accent that is not so much understandable or the language is very high level which was not appropriate some kind of better words. So we really need prepare. But I'm quite satisfied anyway.

What kind of multimedia materials do you use in your English lessons? (for example pictures, videos)

Well, I think actually I use more pictures but still not so much of pictures. I explain them and then I think for even visual learners, we do some kind of a little bit like drawings, but they are doing themselves, we are like making some kind of drawings for this words and actually many students remember their drawings, for example, eating, they are learning the regular verbs, we did this guessing game, they need to draw this verb and showed it to others and others need to guess, for example, is this word mean eating, swimming, sleeping. And also I think this is a method for remember vocabulary. I more give them some kind of pictures, I remember they read a text about dangerous activities. The text was about extreme sports, dangerously, it's about cave driving, bungee jumping and I didn't explain them and I didn't translate them, but I just show them the pictures and told them this is cave driving, this is bungee jumping, look, what is it and give me the translation now. And they immediately understood the meaning. Now we understand.

So it's easier for you to translate

I try not to translate, I try to give them the meaning, show they something and then they will tell me what's the word mean, I think it's good because they start to think critically what it can be.

Very good. My last question is where did you find the necessary information about multimedia materials? (May be sometime you found on internet, sometime offered by the textbooks, recommendation from friend or colleague)

Yes, I follow the theme of the textbook, sometimes we have some festivals and I don't follow the text book but I search the internet follow the theme, and also I have a one

great colleague, she is also an English language teacher, when she was ill and she recommended me when I led her lessons. She recommended me podcasts to give the kids, so we could also learn vocabulary. The first grade learners need to learn vocabulary of animals, and she gave me the links of materials to play and remember. For example, this is a monkey, this is a tiger.

So your students are very enjoyable of your lessons.

Yes, they felt so happy.

Thank you so much for your kin support. I'm very appreciate that you could take time and answer my questions.

Interview sample 8

1. Which grade students do you teach now?

Now I'm teaching students at age 15-18

1. How long have you been teaching English?

I have been teaching English since 1991.

3. How do you teach English vocabulary generally?

It is done in the connection of the topic, if the word is known, I ask to spell it and give individual example. Sometimes I give synonyms and the new words have to match with them. The translation in native language is checked. If the word is new, I usually write the derivatives of it. Sometimes I make mistakes and students have to notice and correct them. The vocabulary check is given bilingually for the topic/ both in a written or oral way.

As the students give their presentations, the text must be known for translation and for pronunciation.

4. What are the difficulties and challenges for you when you teach English vocabulary?

The majority of students are lazy to write down the vocabulary and some of them have not arranged their setting of notes.

5. Have you been trained to create your own multimedia material?

That was done in the 1990 when we had to learn how to use computer on daily bases. Nowadays I have asked a lot my colleagues and students who are more skilled at this work. There are grammar exercises that have been made according to my example .But I still need much more skills to make my work perfect. I have applied for the ICT courses for this June.

What kind of multimedia materials do you use in your English lessons? (for example pictures, videos)

I use vary a lot multimedia materials in my lessons, for example, online exercises, personally made tasks, YouTube channel, Thesaurus dictionary, teachers' or students' PPT, EFL sites for grammar, scanned materials , DVDs ,videos and online games etc.

7. How often do you use the multimedia materials in your English lessons?

As you know, our school has provided different kind of multimedia courses for the different level students, therefore, as an English teacher, I would like to use multimedia materials in my English lessons as much as I can.

8. Do you have all the necessary equipment in order to use multimedia material in your classroom?

The classroom is fully equipped with IT and nearly every lesson it is used because the length of the lesson is 80 minutes in my school and students need to have different use of methods in order to maintain and capture attention.

9. Is it difficult or easy for you to prepare the multimedia materials?

Of course, it's time consuming, but it's worth doing because it counts.

10. Where did you find the necessary information about multimedia materials?(Found on internet, offered by the textbooks, recommendation from friend or colleague)

A lot of information has been picked up at the courses, LAVSA/LATE annual conference in August, participation at exchange programs ERASMUS, Comenius and, of course, some colleagues and students help me, too.

11. How satisfied are you with the multimedia materials you used in the English lessons?

The use of IT helps me a lot. It is not only supportive but also it is educational for me.

12. The best reflection is seen and heard at the oral tests, exams and some untraditional situations.

I have also an idea to invite u to visit my School and get ready for the interview with students. The time could be arranged

According to your possibilities! We can organize a Small Tea Party with ICT!!

Interview Transcription of Chinese teachers (Group 2)

Interview sample 1

1. Which grade students do you teach now?

I teach Grade four.

2. How long have you been teaching English?

I have been teaching English for 14 years.

3. How do you teach English vocabulary generally?

Look at some pictures, word cards, PPT, teach how to read then ask them to read, ask some students to teach how to read, use the words to make some sentences.

4. What are the difficulties and challenges for you when you teach English vocabulary?

The long words, abstract words, how to remember the spelling.

5. Have you been trained to create your own multimedia material?

Yes

6. What kind of multimedia materials do you use in your English lessons? (for example pictures, videos)

I always use pictures, videos, PowerPoint.

7. How often do you use the multimedia materials in your English lessons?

Almost every English lesson I use the multimedia material.

8. Do you have all the necessary equipment in order to use multimedia material in your classroom?

Yes, we have all the necessary equipment.

9. Is it difficult or easy for you to prepare the multimedia materials?

It's difficult for me. I must prepare for a long time.

10. Where did you find the necessary information about multimedia materials?(Found on internet, offered by the textbooks, recommendation from friend or colleague)

Found on internet.

11. How satisfied are you with the multimedia materials you used in the English lessons?

I'm great satisfied.

12. Could you please describe the reflection of your students when you teach the vocabulary with multimedia materials?

The students like it, they can learn more easily. They like the videos. We can play some word games with multimedia materials.

Interview sample 2

1. Which grade students do you teach now?

I teach Grade Two.

2. How long have you been teaching English?

I have been teaching English for 10 years.

3. How do you teach English vocabulary generally?

Read and recite the new vocabulary.

4. What are the difficulties and challenges for you when you teach English vocabulary?

How to remember the new vocabulary is the most challenge thing.

5. Have you been trained to create your own multimedia material?

No

6. What kind of multimedia materials do you use in your English lessons? (for example pictures, videos)

I always use pictures, videos, PowerPoint.

7. How often do you use the multimedia materials in your English lessons?

Three times a week

8. Do you have all the necessary equipment in order to use multimedia material in your classroom?

Yes, we have all the necessary equipment.

9. Is it difficult or easy for you to prepare the multimedia materials?

It's not difficult for me.

10. Where did you find the necessary information about multimedia materials?(Found on internet, offered by the textbooks, recommendation from friend or colleague)

Found on textbooks.

11. How satisfied are you with the multimedia materials you used in the English lessons?

I think the material in the textbook is just so-so.

12. Could you please describe the reflection of your students when you teach the vocabulary with multimedia materials?

The students are satisfied with the multimedia materials, and they like teacher to show different kinds of multimedia materials because they can enjoy themselves.

Interview sample 3

1. Which grade students do you teach now?

I teach Grade 7.

2. How long have you been teaching English?

I have been teaching English for 20 years.

3. How do you teach English vocabulary generally?

Image the situation to teach vocabulary.

4. What are the difficulties and challenges for you when you teach English vocabulary?

Students face the challenge how to remember the new vocabulary. We should try our best to create the situation to help the students learn vocabulary.

5. Have you been trained to create your own multimedia material?

Yes.

6. What kind of multimedia materials do you use in your English lessons? (for example pictures, videos)

I always use pictures, flashcards and PowerPoint .

7. How often do you use the multimedia materials in your English lessons?

I use the multimedia materials in my English lessons every day.

8. Do you have all the necessary equipment in order to use multimedia material in your classroom?

Yes, we have all the necessary equipment.

9. Is it difficult or easy for you to prepare the multimedia materials?

It is easy with the help of the Internet.

10. Where did you find the necessary information about multimedia materials?

Found on the internet.

11. How satisfied are you with the multimedia materials you used in the English lessons?

I feel very satisfied with the multimedia materials.

12. Could you please describe the reflection of your students when you teach the vocabulary with multimedia materials?

The students feel happy, interested in the way. It can make them learn the vocabulary better.

Interview sample 4

1. Which grade students do you teach now?

I teach Grade Two

2. How long have you been teaching English?

I have been teaching English for two years.

3. How do you teach English vocabulary generally?

Read, recite and then dictate.

4. What are the difficulties and challenges for you when you teach English vocabulary?
Students can't read the new words correctly, and it takes a long time for them to recite the words.
5. Have you been trained to create your own multimedia material?
No.
6. What kind of multimedia materials do you use in your English lessons? (for example pictures, videos)
I always use pictures and videos.
7. How often do you use the multimedia materials in your English lessons?
I use the multimedia materials nearly every lesson.
8. Do you have all the necessary equipment in order to use multimedia material in your classroom?
Yes, we have all the necessary equipment in the classroom.
9. Is it difficult or easy for you to prepare the multimedia materials?
Sometimes it's not so easy to find the proper materials.
10. Where did you find the necessary information about multimedia materials? (Found on internet, offered by the textbooks, recommendation from friend or colleague)
On the Internet.
11. How satisfied are you with the multimedia materials you used in the English lessons?
Personally I think the multimedia materials are so-so.
12. Could you please describe the reflection of your students when you teach the vocabulary with multimedia materials?
Students show more interested and act more actively while using the multimedia.

Interview sample 5

1. Which grade students do you teach now?
I teach Grade Five.
2. How long have you been teaching English?
I have been teaching English for 17 years.
3. How do you teach English vocabulary generally?
I often teach vocabulary by playing games.
4. What are the challenges for you when you teach English vocabulary?
The pronunciation and spelling of the vocabulary is the main challenge for me.
5. Have you been trained to create your own multimedia material?
Yes.
6. What kind of multimedia materials do you use in your English lessons? (for example pictures, videos)
I use pictures, videos and tapes.
7. How often do you use the multimedia materials in your English lessons?
Every lesson I use the multimedia materials.
8. Do you have all the necessary equipment in order to use multimedia material in

your classroom?

Yes.

9. Is it difficult or easy for you to prepare the multimedia materials?

It's easy.

10. Where did you find the necessary information about multimedia materials?(Found on internet, offered by the textbooks, recommendation from friend or colleague)

On the internet.

11. How satisfied are you with the multimedia materials you used in the English lessons?

It's good.

12. Could you please describe the reflection of your students when you teach the vocabulary with multimedia materials?

Yes. Students are motivated by the interesting multimedia materials.

Interview sample 6

1. Which grade students do you teach now?

I teach Grade Eight now.

2. How long have you been teaching English?

I have been teaching English for nearly 25 years.

3. How do you teach English vocabulary generally?

I usually use different ways to teach new English vocabulary. For example, I can use pictures or real items to teach students new vocabulary. In this way, students can match the items with the Chinese meanings easily. Then I can teach them how to read the words correctly by showing students the rules of phonetic symbol of the word. Students can remember the words easily by knowing the pronunciation of them.

4. What are the difficulties and challenges for you when you teach English vocabulary?

I teach middle school students. Students come from different primary schools. Their English are in different levels. It is easy for students who are good at English learning in primary school to understand and master vocabulary no matter what way I use to teach them. But for the students who are weak at English learning in primary school, it's easy for them to understand the vocabulary but it's difficult for them to memorize the spelling and meanings of the words. Sometimes even though they can remember the spelling and the meaning of the words, they can't use them appropriately in the passage.

As a language teacher, I should try my best to teach students authentic languages. So when I teach vocabulary to students, I always want to give them a real language environment. In this way, they always know how to use the new vocabulary correctly and appropriately. But the authentic language material is a little hard for me to get the authentic materials and it always takes me a lot of time to do so.

5. Have you been trained to create your own multimedia materials?

Yes.

6. What kind of multimedia materials do you use in your English lessons? (for example pictures, videos)

I always use pictures and videos in my lessons. In this way, students' interest can be aroused and they will be active in class learning. And it's easy for them to understand and master what they are learning.

7. How often do you use the multimedia materials in your English lessons?

I use it every day especially in new lessons. Sometimes when I explain the exam papers and exercises to students, I will use it to stress the most important points and common mistakes they have made and I just want them to know the right answers more clearly.

8. Do you have all the necessary equipment in order to use multimedia material in your classroom?

No, we don't.

9. Is it difficult or easy for you to prepare the multimedia materials?

It's easy for me to prepare.

10. Where did you find the necessary information about multimedia materials?(Found on internet, offered by the textbooks, recommendation from friend or colleague)

I get them from different ways. Sometimes I found and download them on the internet, sometimes I get them from my friends and colleagues. I don't just use them completely and I will adapt them according to my students' abilities and interest.

11. How satisfied are you with the multimedia materials you used in the English lessons?

I think many of them are very useful and interesting for students' learning.

12. Could you please describe the reflection of your students when you teach the vocabulary with multimedia materials?

Students are excited to imitate the pronunciations and try to join in the class activities. They can easily remember the new vocabulary and use them correctly and appropriately.

Interview sample 7

1. Which grade students do you teach now?

I teach Grade Eight now.

2. How long have you been teaching English?

I have been teaching English for 2 years at school.

3. How do you teach English vocabulary generally?

Ask the students to read after the tape. Learn them within sentences.

4. What are the difficulties and challenges for you when you teach English vocabulary?

Many basic level students cannot pronounce well and they don't know the part of speech of the words. And they don't know how to use them in daily life.

5. Have you been trained to create your own multimedia material?

Not yet.

6. What kind of multimedia materials do you use in your English lessons? (for example pictures, videos)

I always use pictures, videos, music.

7. How often do you use the multimedia materials in your English lessons?

I don't really spend a lot of time doing that for vocabulary teaching. But I do use them in every other class.

8. Do you have all the necessary equipment in order to use multimedia material in your classroom?

I think so. Probably need something to stick on board.

9. Is it difficult or easy for you to prepare the multimedia materials?

It costs a lot of time, takes patients.

10. Where did you find the necessary information about multimedia materials?(Found on internet, offered by the textbooks, recommendation from friend or colleague)

On internet mostly. And sometimes I prepared PPT by myself.

11. How satisfied are you with the multimedia materials you used in the English lessons?

I think many of them are very useful and interesting for students' learning, but it depends on the cooperation of students. .

12. Could you please describe the reflection of your students when you teach the vocabulary with multimedia materials?

It's easier for them (basic level students) to understand the new words and new topic.

Interview sample 8

1. Which grade students do you teach now?

I teach Grade Five.

2. How long have you been teaching English?

I have been teaching English for sixteen years.

3. How do you teach English vocabulary generally?

For the first period, pupils will try to read the words, then they look at the pictures of the words, and try to say something about the picture in a full sentence. For the second period, they will try to spell the words and make some sentences with the words by some games. For the third period, they will try to read some passage about the words, and know different usages of the word.

4. What are the difficulties and challenges for you when you teach English vocabulary?

They are spelling and usage of the word.

5. Have you been trained to create your own multimedia material?

Yes, but just a little bit.

6. What kind of multimedia materials do you use in your English lessons? (for example pictures, videos)

I always use pictures, video, audio.

7. How often do you use the multimedia materials in your English lessons?

Every period except students should take examination.

8. Do you have all the necessary equipment in order to use multimedia material in your classroom?

Yes, but sometimes it doesn't work.

9. Is it difficult or easy for you to prepare the multimedia materials?

It's difficult. I don't familiar with flash making. I don't know how to make animation.

10. Where did you find the necessary information about multimedia materials?(Found on internet, offered by the textbooks, recommendation from friend or colleague)

Most of them are offered by the textbooks. Some on Internet.

11. How satisfied are you with the multimedia materials you used in the English lessons?

Not very much. I don't have much time to make a good reference. I can't get the necessary and wonderful flash or animation for my pupils.

12. Could you please describe the reflection of your students when you teach the vocabulary with multimedia materials?

They will be attracted by the interesting pictures or flash. So they can talk about something the teacher wants them to do easily. And it is a good way to offer pupils topic to speak English.

Interview sample9

1. Which grade students do you teach now?

I teach Grade 6.

2. How long have you been teaching English?

I have you been teaching English for 5 years.

3. How do you teach English vocabulary generally?

I teach English vocabulary with many ways.

4. What are the difficulties and challenges for you when you teach English vocabulary?

The difficulty is to help students remember the words.

5. Have you been trained to create your own multimedia material?

No, I haven't been trained until now.

6. What kind of multimedia materials do you use in your English lessons? (for example pictures, videos)

I often use pictures and songs for my students.

7. How often do you use the multimedia materials in your English lessons?

I often use the multimedia materials in my English lessons except for the exercise class.

8. Do you have all the necessary equipment in order to use multimedia material in your classroom?

Almost we have the necessary equipment.

9. Is it difficult or easy for you to prepare the multimedia materials?

I think it depends on the new words.

10. Where did you find the necessary information about multimedia materials?(Found on internet, offered by the textbooks, recommendation from friend or colleague)

Most of them are found on the Internet.

11. How satisfied are you with the multimedia materials you used in the English lessons?

Actually, I am very satisfied with the multimedia materials.

12. Could you please describe the reflection of your students when you teach the vocabulary with multimedia materials?

Students are very interested in different kind multimedia materials, help them feel relax.

Interview sample 10

1. Which grade students do you teach now?

Grade two, high school

2. How long have you been teaching English?

Four years

3. How do you teach English vocabulary generally?

Teach students phonetic symbol first then read new words loudly, recite them all

4. What are the difficulties and challenges for you when you teach English vocabulary?

Some students cannot read new words correctly

5. Have you been trained to create your own multimedia material?

Yes, I have been trained for several times

6. What kind of multimedia materials do you use in your English lessons? (for example pictures, videos)

Pictures, videos, films, PowerPoint,

7. How often do you use the multimedia materials in your English lessons?

Once a week

8. Do you have all the necessary equipment in order to use multimedia material in your classroom?

Yes

9. Is it difficult or easy for you to prepare the multimedia materials?

No, it's easy for me.

10. Where did you find the necessary information about multimedia materials?

(Found on internet, offered by the textbooks, recommendation from friend or colleague)

Mostly from internet

11. How satisfied are you with the multimedia materials you used in the English lessons?

Basically I am satisfied with the multimedia materials

12. Could you please describe the reflection of your students when you teach the vocabulary with multimedia materials?

Students are interested in multimedia materials. They tend to be absorbed in learning English vocabulary and can learn quite well.

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Appendix 1 INTERVIEW QUESTIONS FOR TEACHERS

1. Which grade students do you teach now?
2. How long have you been teaching English?
3. How do you teach English vocabulary generally?
4. What are the difficulties and challenges for you when you teach English vocabulary?
5. Have you been trained to create your own multimedia materials?
6. What kind of multimedia materials do you use in your English lessons?
7. How often do you use the multimedia materials in your English lessons?
8. Do you have all the necessary equipment in order to use multimedia material in your classroom?
9. Is it difficult or easy for you to prepare the multimedia materials?
10. Where did you find the necessary information about multimedia materials?
11. How satisfied are you with the multimedia materials you used in the English lessons?
12. Could you please describe the reflection of your students when you teach the vocabulary with multimedia materials?

Appendix 2 QUESTIONNAIRE FOR STUDENTS

1. Your gender is
 - a. Male
 - b. Female
2. How long have you been learning English?
 - a. less than 3 years
 - b. 3-5 years
 - c. more than 5 years
3. How interested are you in English?
 - a. Not interested at all
 - b. Rather interested
 - c. Neither interested nor disinterested
 - d. Very interested
 - e. Very disinterested
4. Which one is the most difficult for you to learn?
 - a. Speaking
 - b. Writing
 - c. Listening
 - d. Reading
5. How difficult or how easy it was for you to learn vocabulary?
 - a. Very difficult
 - b. Rather difficult
 - c. Rather easy
 - d. Very easy
 - e. Hard to say
6. I can learn English vocabulary better when teacher using multimedia.
(1 – Strongly disagree / 5 – strongly agree)
 - a. 1
 - b. 2
 - c. 3
 - d. 4
 - e. 5
7. I pay more attention to classes when multimedia is used.
(1 – Strongly disagree / 5 – strongly agree)
 - a. 1
 - b. 2
 - c. 3
 - d. 4
 - e. 5
8. I get more motivated in English classes which involve multimedia technology use.
(1 – Strongly disagree / 5 – strongly agree)
 - a. 1
 - b. 2
 - c. 3
 - d. 4
 - e. 5
9. How often does your English teacher use multimedia to teach English?
 - a. Always
 - b. Often
 - c. Sometimes
 - d. Rarely
10. In which way, you like to learn vocabulary? You can choose more than one answer.

- a. Text with picture
- b. Text with sound
- c. Video and sound
- d. Text, sound, and video images
- e. Text, sound, and still or animated graphic images

Appendix 3 ONLINE QUESTIONNAIRE FOR TEACHERS

Multimedia Materials to Facilitate Vocabulary Acquisition in English Lessons

Hello!

I'm a student of University of Latvia, and I am writing my Master thesis about multimedia materials to facilitate vocabulary acquisition in English lessons. I would highly appreciate if you could take time and answer my questions. It will take about 10-15 minutes, the questionnaire is anonymous - all answers will be summed up before analyzed. Thank you so much for your kind help and support.

If any questions or uncertainties arise in connection with the completion of the questionnaire, please contact me by email: wanjun627@gmail.com.

Thank you in advance for your time and cooperation!

1. What's your gender?

*

Male

Female

2.What's your age? *

20-30

30-40

40-50

More than 50

3.What's the background of your students ? *

Early childhood Education

Primary education

Lower secondary education

Upper secondary education

Bachelor or equivalent

Master or equivalent

Doctoral or equivalent

4. How long have you been teaching English? *

less than 3 years

3-5 years

5-10 years

more than 10 years

5. Are your students able to understand most of the information what to convey when you only speak English? *

Yes

No

6. Do you agree that teaching vocabulary is one of the most challenge things for English teacher, and learning vocabulary is a big challenge for students as well? *

Yes

No

7. Are your students able to understand the correct meaning of the words without teaching it in native language? *

Yes

No

Other

8. Where did you find the necessary information about multimedia materials? *

Found on internet

Offered by the textbooks

Recommendation from friend or colleague

Hard to say

9. Do you think that the use of multimedia materials in the language classroom is highly beneficial for most of the students? *

Yes

No

10. Are your colleagues very keen to use multimedia materials to help students to enhance the ability of learning vocabulary? *

Yes

No

Other

11. Do you agree that multimedia materials are especially effective for lesson planning and lesson timing? *

Yes

No

Other

12. Have you been trained to create your own multimedia material? *

Yes

No

Other

13. Do you consider that preparing extra multimedia materials for the lesson is a part of the teacher's job? *

Yes

No

Other

14. Do you have all the necessary equipment in order to use multimedia material in the language classroom? *

Yes

No

Other

15. Do you think that the use of multimedia materials in class requires an amount of time that you don't have? *

Yes

No

Other

16. Do you consider that the use of multimedia materials in the language classroom may help students to focus their attention on the topic? *

Yes

No

17. Do you agree that the use of multimedia materials in the language classroom can increase students' motivation and participation in the class? *

Yes

No

18. Please estimate how difficult or how easy it was for you to prepare the multimedia materials.

Very difficult

Rather difficult

Rather easy

Very easy

19. Overall, how satisfied are you with the multimedia materials you used in the English lessons?

Very dissatisfied

Rather dissatisfied

Neither satisfied nor dissatisfied

Rather satisfied

Very satisfied

Hard to say

20. Please evaluate the extent you use the multimedia materials in your English lessons. *

One answer per line

| | Always | Often | Sometimes | Rarely | Never |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Text and sound | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Video and sound | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Text, sound, and video images | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Text, sound, and still or animated graphic images | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Multiple display areas, images, or presentations presented concurrently | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| In live situations, the use of a speaker or actors and "props" together with sound, images, and motion video | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Appendix 4

Observation Checklist

| Observation Time (From 09.12.2015 to 29.01.2016.) | Multimedia materials type | | | | | |
|--|---------------------------|-----------------|---------------------|-----------------------|------|------------------------|
| | Course book pictures | Class audio CDs | Student's Multi-ROM | Test Master Multi-ROM | DVDs | Interactive Whiteboard |
| Monday | ✓ | ✓ | | | | |
| Tuesday | ✓ | | | | | |
| Wednesday | ✓ | ✓ | | | | |
| Thursday | ✓ | | ✓ | | | |
| Friday | ✓ | ✓ | | ✓ | | |
| Monday | ✓ | | | | | |
| Tuesday | ✓ | ✓ | | | | |
| Wednesday | ✓ | ✓ | | | | |
| Thursday | ✓ | | | | | |
| Friday | Exam | | | ✓ | | |

| | | | | | | |
|-----------|------|---|---|---|--|--|
| Monday | ✓ | ✓ | | | | |
| Tuesday | ✓ | ✓ | | | | |
| Wednesday | ✓ | | | | | |
| Thursday | ✓ | ✓ | | | | |
| Friday | ✓ | | | | | |
| Monday | ✓ | ✓ | | | | |
| Tuesday | ✓ | | | | | |
| Wednesday | ✓ | | ✓ | | | |
| Thursday | ✓ | ✓ | | | | |
| Friday | Exam | | | ✓ | | |
| Monday | ✓ | | | | | |
| Tuesday | ✓ | | | | | |
| Wednesday | ✓ | ✓ | | | | |
| Thursday | ✓ | | | | | |
| Friday | Exam | ✓ | | ✓ | | |
| Monday | ✓ | | | | | |
| Tuesday | ✓ | ✓ | | | | |
| Wednesday | ✓ | ✓ | | | | |
| Thursday | ✓ | ✓ | | | | |
| Friday | Exam | | | ✓ | | |

Appendix 5

| | | | | | |
|----------------------------------|----|--|--------------------------------------|--|---|
| R1 | 24 | Revision: Units 1 and 2 | | | |
| 3 Homes | 26 | <i>There is:</i> affirmative, negative, question Definite article: <i>the</i> | Rooms, parts of a house and fittings | Pronunciation: /ð/ <i>there</i> Talk about your home | Read: <i>Double-decker living</i> Listen: to a phone conversation and make notes |
| 3A There isn't a bath. | | | | | |
| 3B Are there any DVDs? | 28 | <i>There are:</i> affirmative, negative, question <i>Some</i> and <i>any</i> with plural nouns | Furniture | Plan a club room | |
| 3C It's on the floor. | 30 | Prepositions of place: <i>in, on, under, behind, in front of, next to</i> | | Describe your bedroom Function: Make and respond to requests | Listen: Solve a puzzle about a picture |
| 3D Across cultures | 32 | <i>British and American homes</i> Consolidation of language and skills Skills focus: Writing Writing tip: Punctuation | | | |

Contents

| Unit | Page | Grammar | Vocabulary | Skills | | |
|------------------------------------|------|--|---------------------------------------|--|--|--|
| | | | | Speak | Read Write Listen | |
| 4 Families | 34 | <i>Have got:</i> <i>I, you, we they</i> Irregular noun plurals | Family | Function: Talk about your family | Read: <i>A family business</i> | |
| 4A I've got a brother. | | | | | | |
| 4B She's got dark hair. | 36 | <i>Have got:</i> <i>he, she, it</i> | Appearance | Discuss – Who can be the new James Bond? Play a guessing game | | |
| 4C When's your birthday? | 38 | Prepositions of time: <i>in, on</i> | Months and seasons Ordinal numbers | Pronunciation: /θ/ <i>three</i> Talk about birthdays | | |
| 4D Curriculum link | 40 | Science – <i>The truth about twins</i> Consolidation of language and skills Skills focus: Reading Reading tip: Guess new words. | | | | |
| R2 | 42 | Revision: Units 3 and 4 | | | | |
| 5 Work | 44 | Present simple: <i>I, you, we, they</i> | Jobs | Talk about your everyday life | | |
| 5A I don't work here. | | | | | | |
| 5B He works outside. | 46 | Present simple: <i>he, she, it</i> | Places of work | Pronunciation: /ʌ/ <i>does</i> | Read: <i>Street art lives!</i> Write: a paragraph about jobs in your family | |
| 5C I don't like him. | 48 | Object pronouns: <i>me, you, him, her, it, us, them</i> | Adjectives of opinion | Function: Exchange opinions | Read: <i>Joe's Café Menu</i> | |
| 5D Real-life issue | 50 | <i>The right thing</i> Consolidation of language and skills Skills focus: Speaking and listening Listening tip: Predict from the task Speaking tip: Speak clearly | | | | |

Read

- 1 Read the factfiles about British and American homes. How old are some British houses?


British homes

American homes

1 a detached house



2 semi-detached houses



3 terraced houses



- UK Factfile**
- There are about 22 million homes in the UK. Some are flats but most are houses.
 - There are many old British houses. Some are 500 years old.
 - 80% of British families live in a house. Only 15% live in a flat.
 - There are four televisions in the average UK home.
 - There's a pet in 52% of British homes.

1 a ranch-style house with a swimming pool



2 an apartment block



3 a wooden clapboard house




- USA Factfile**
- There are about 100 million homes in the USA. Some are apartments but most are houses.
 - Old houses in the USA are about 200 years old. There aren't many old houses.
 - 68% of American families live in a house. 25% live in an apartment.
 - The average American home has three televisions.
 - There's a pet in 60% of American homes.

Comprehension

2 Read the factfiles again. Say which country (UK or USA) has the most of the following:

1 homes USA 2 houses over 200 years old
3 televisions in the home 4 pets

3  Read about Denise and complete the information in the table.

| | Denise | Gerry |
|----------------------|----------------------------|-------|
| Home | <i>semi-detached house</i> | |
| Location | | |
| Number of bedrooms | | |
| Other rooms | | |
| Televisions | | |
| Outside | | |
| Favourite room/place | | |

Denise

from London talks about her home.


“I live with my mother, father and brother in a semi-detached house in London. Upstairs there are three bedrooms and a bathroom. Downstairs there’s a living room, a dining room and a kitchen. There’s a small garden at the back. There isn’t a garage. My bedroom is small. There’s only a bed and a wardrobe for my clothes and things but it’s my favourite room. I’m not very tidy. All my stuff is on the floor!”



New words

• home • detached • semi-detached
• terraced • million • most • live • average

Listen

4  Listen to a radio interview with an American boy called Gerry and complete the information in the table in Exercise 3.

Speak

5 Talk about you. What’s your ideal home? Answer the questions, then tell the class.

- Where is it? Which country? Which town?
- Is it a house or a flat?
- How many bedrooms are there?
- Is there a garden/swimming pool?
- What’s your favourite room or place?

Write

Writing tip: Punctuation

Use punctuation to make your writing clear.

- Use a **full stop** at the end of a sentence and start a new sentence with a **capital letter**.
Upstairs there are three bedrooms and a bathroom. There isn’t a garage.
- Use a **comma** to join a list of more than two things.
There’s a living room, a dining room and a kitchen.
- Use a **question mark** at the end of a sentence to make a question.
How many bedrooms are there?
- Use an **exclamation mark** when you say something surprising or funny.
All my stuff is on the floor!

Now do Exercises 6 and 7.

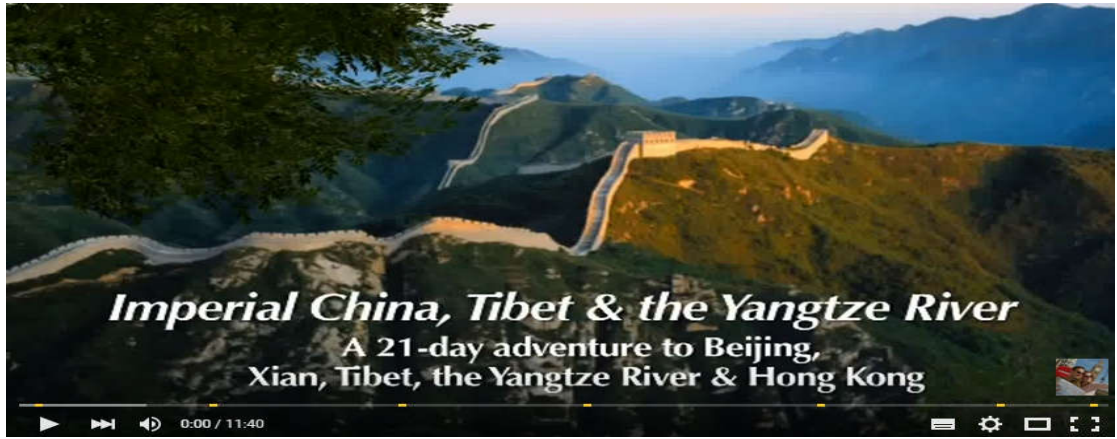
6 Punctuate these sentences.

- 1 our flat is quite big there are three bedrooms in it
- 2 there’s a television in the bathroom
- 3 where is your house
- 4 there’s a swimming pool a big garden and a garage

7 Write a paragraph about your flat or house or your ideal home. Use Denise’s text in

Appendix 6





DOKUMENTĀLĀ LAPA

Maģistra darbs, „Multivides materiāli vārdu krājuma apguves veicināšanai 5 angļu valodas nodarbību veidā” izstrādāts LU Pedagoģijas, psiholoģijas un mākslas fakultātē.

Ar savu parakstu apliecinu, ka pētījums veikts patstāvīgi, izmantoti tikai tajā norādītie informācijas avoti un iesniegtā darba elektroniskā kopija atbilst izdrukai.

Autors: _____ /Jingjing Zhang/

(paraksts)

Datums: ____/____/ 2016

Rekomendēju/nerekomendēju darbu aizstāvēšanai

Vadītāja: profesore Dr. ped. Anna Stavicka _____

(paraksts)

Datums: ____/____/ 2016

Recenzents: _____

(zinātniskais grāds, akadēmiskais nosaukums, vārds, uzvārds)

Darbs iesniegts: LU PPMF Skolotāju izglītības nodaļā _____.201__.

Dekāna pilnvarotā persona: metodiķe Agnese Kozlovska _____

(paraksts)

Datums: ____/____/ 2016

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_____.201___. protokola Nr. _____, vērtējums: _____

Komisijas sekretārs: _____

(vārds, uzvārds, paraksts)