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**The Effectiveness of Using Multimedia in Teaching English
Vocabulary to Young Pupils**

The Case of Third Year Pupils of Gasmi Saleh Primary School

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I dedicate this work to my beloved parents, who are my source of motivation and unveiling love.

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Abstract

This study aims to examine the effectiveness of using multimedia in teaching English as a foreign language to primary school students. The study sample consists of 71 primary school pupils who are between the age of seven and nine, in Gasmi Saleh primary school in Al'Anasser. The sample of the study is divided into two groups: One is a control group which is taught by a traditional method and the second is an experimental group taught by using multimedia. To find out whether the use of multimedia as a teaching technique would have an effect on the performance of the experimental group compared to the control group, the researchers used a post-test only control group design to compare the performances of the two groups. After the treatment, a post-test that focused on vocabulary was administered to the two groups, and the results were compared using inferential statistics; an independent samples t-test was run between the means of the two groups to find out whether statistically significant differences exist between them. In addition, as a second tool, classroom observation was conducted based on specific criteria in order to observe the participants' reactions to the treatment. The results suggest that the use of multimedia as a teaching technique is effective in improving the young pupils' learning of vocabulary. The observation we conducted added support to this finding, as positive reactions were observed in the experimental group's behaviours during the lessons.

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List of abbreviations

CG: Control Group

EFL: English as a Foreign Language

EG: Experimental Group

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General Introduction

1. Background of the study

Teaching English vocabulary plays an important role for young pupils at the primary school level. The English language teacher has to understand the needs of the students and the choice of method, technique and multimedia based on his ability.

Multimedia is very important for a teacher to help students understand English. The use of multimedia in teaching English in primary school is enjoyable, it means that the teacher has a great role in encouraging pupils to learn the language and also in maintaining the relationship between them.

There are many types of multimedia that the teacher can use to provide language in an easier way for the young learners, such as audio-visual multimedia (video), visual multimedia, audio multimedia. These types make the student more interested in the lesson, unlike the old method which does not rely on using multimedia.

2. Statement of the problem:

Last year “2022”, Algerian Ministry of Education integrated the English language in the primary schools as a foreign language. At first the English language was adopted in the third level only, with an aim to be expanded to the 4th and the 5th levels in the following years. At this level the learners are supposed to learn the language basis and some basic vocabulary which is necessary for the basic communication. As English is a new language, pupils might face some difficulties in acquiring and memorizing new vocabulary items especially that the traditional materials and methods are no longer effective. Consequently, this study investigates the importance of integrating multimedia in teaching English as a foreign language, with a focus on teaching vocabulary.

3. Aims of the study:

This study aims to investigate the effectiveness of using multimedia in teaching English vocabulary to primary school students. It has the objective of unveiling teacher’s attitudes toward the implementation of multimedia in the classroom environment. Moreover, since to our knowledge the use of multimedia in the Algerian primary schools is scarce, this study seeks to highlight the importance of using multimedia. Finally, the study investigates the extent to which multimedia are being used to meet the pupils’ acquisition of the vocabulary they need.

4. Research Questions:

This study aims to answer the following questions:

- To what extent does the use of multimedia help students improve their English vocabulary?
- Is it effective to use multimedia in teaching English vocabulary to young pupils?

5. Methodology

We followed a mixed methods approach to answer the research questions since we collected both quantitative and qualitative data. The research is conducted at Gasmi Elsaleh Primary School in Bourdj Bou Arriridj. Two intact classes of seventy-one pupils are chosen as the sample for the study. They were divided into a control group and an experimental group. Thirty-five pupils are in the control group, and thirty-six are in the experimental group. A post-test only control group design is followed. After a treatment that focused on teaching vocabulary by means of multimedia, the two groups were post-tested and their scores were analyzed statistically. In addition, we collected qualitative data by means of unstructured classroom observation in order to trace the participants' reactions to the treatment.

6. Research hypotheses

Based on the research questions raised in this study, there is a hypotheses that aim at verify:

- Using multimedia in teaching English vocabularies to primary school pupils is effective.
- Using multimedia inside English classroom raises the pupil's interaction.

7. Significance of the study

This study will focus on the necessity of multimedia in teaching English for young pupils. The findings of this study will be beneficial for teachers as it will highlight the importance of being pedagogically updated with the new strategies and materials.

Structure of the study

The structure of the dissertation on the role of multimedia in teaching vocabulary to young pupils has an introduction that briefly explains the importance of vocabulary and the benefits of using multimedia in teaching vocabulary. The introduction states the research question or hypothesis being investigated. The next section is a literature review that explores previous research on multimedia use in teaching vocabulary and the effectiveness of various approaches to multimedia learning, including its relationship to the learning process. After the literature review, the methodology section explains the research design, sample size, and data collection procedures that will be utilized in the study. This section also discusses any limitations or

potential sources of bias that may impact the validity of the study. The results section provides a detailed analysis of the data collected, using statistical techniques to determine the effectiveness of multimedia in teaching vocabulary to young children.

The findings are presented clearly and concisely. The discussion section interprets the results of the study in light of the research question or hypothesis, while also considering the broader implications of the findings. This section also addresses any limitations or areas that require further investigation. Finally, the conclusion summarizes the key findings of the study, emphasizing the contribution to the field of education and potential avenues for future research. The conclusion also highlights the practical implications of using multimedia in teaching vocabulary to young children and its potential impact on learning outcomes.

Chapter one: Literature review

Introduction:

The current chapter focuses on the crucial role and importance of multimedia in both the fields of teaching and learning. It attempts to shed light on the theoretical principles which are related to the role of multimedia in teaching English as a foreign language mainly for young pupils. It is divided into three sections, the first section entitled "Multimedia in Teaching and Learning ". It begins with common definitions of multimedia and its various types. Then it highlights the relationship between multimedia and learning and its importance in teaching English to young learners, followed with the role of the teacher in the use of multimedia inside classrooms. The second section presents the theories of multimedia learning and teaching. The third section focuses on multimedia and vocabulary learning. It highlights the role of using multimedia in teaching vocabulary to young learners.

1.1. Multimedia in teaching and learning:

1.1.1. Definitions of Multimedia:

Multimedia has been defined in a different way by many scientists and authors. To start with, Richard. E. Mayer (2001) defines multimedia as the presentation of material using both verbal and pictorial forms. In other words, it is the combination between words and pictures in order to present a material. By verbal form, the author means printed text or spoken text and by pictorial form, he means illustrations, graphs, photos, maps, videos, animation ...etc.

Ivers and Baron (2002) state that multimedia allows the understanding of a topic to be conveyed in a variety of ways and provides students with opportunities to explain their ideas to others.

There are other authors who have defined multimedia. For example, Madlux, Johnson, and Willi (2001) state that multimedia comprises a computer program that includes "text along with at least one of the following: Audio or sophisticated sound, music, video, photographs, 3-D graphics, animation, or high-resolution graphics". (p. 253). Greenlaw and Hepp (1999), for their part, claim that multimedia is that information that are presented in a form of audio, movie or graphic.

In addition to these definitions, another definition of multimedia is proposed by Schwartz and Beichner (1999) who define it as "the use of multiple forms of media in presentation". (p.8).

The commonality among these definitions involves the integration of more than one medium into some form of communication. Most commonly, though, this term now refers the integration

of media such as text, sound, graphics, animation, video, imaging, and spatial modeling into a computer system. (Jonassen,2000, p.207).

1.1.2. Types of Multimedia:

1.1.2.1. Text

The text is the most important element of multimedia because it can inform the users directly about the information that it desires to acquire or to transmit. Ram, Shikano, Li and Stasko (1995) state that text can be used to represent a different media type. For example, it can be used to present abstract instructions and to describe concrete things. It can also be used to define concepts, explain ideas or to provide illustrations and clarifications

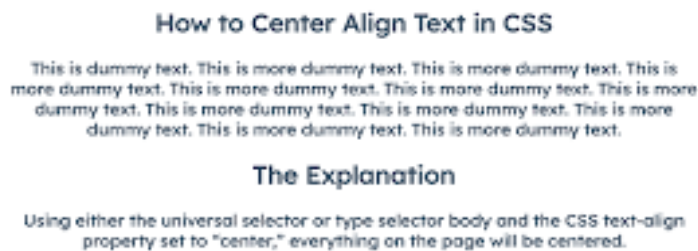


Figure 1: Multimedia types "Text" (Fitzgerald, 2022)

1.1.2.2. Picture

In the Oxford Advanced Learner Dictionary (1992, p.711), picture means painting, drawing and sketch of something especially as work of an art. The picture has been defined as to capture or create a visual form of a person or object or scene. It is one from the most important media in teaching/learning process because it can make the student interest and motivated. There is an idiom which says 'a picture paints a thousand words' which means a picture tells you more than words, and it can clarify a situation better than words. According to Warisan Eyang (1950), there are five main types of pictures; these are presented in Table 1.

Table 1: types of tables According to Warisan Eyang (1950).

Genre Types	Type Descriptions
Shape Image	A shape image is an image with a real image object, and has volume, effect, material, shadow, or completeness as a whole. The image object of the form is very wide. Starting form everyday objects, plants, person, animals, or imaginative image.
Expressive Drawing	Image expression is an image created based on the interpretation of something into a form of personal expression, as well as subjective or in tune with emotion.
Image	Appearance or engineering drawings are viewed on sight (front, top, side or bottom view)
Perspective Image	The perspective picture is a picture made based on the objective rules of a picture, with one missing point, two missing point, or a missing point outside the image field.
Isometric Images	Isometric images are images made based on the objective rules of a picture by reducing the error of human perception. For normal vision, the isometric image looks awkward because there is no minimization for the position of the image that moves away from the eye.

Shape image picture may be the appropriate picture type to be used in teaching because they reflect the *reality and the daily life*.

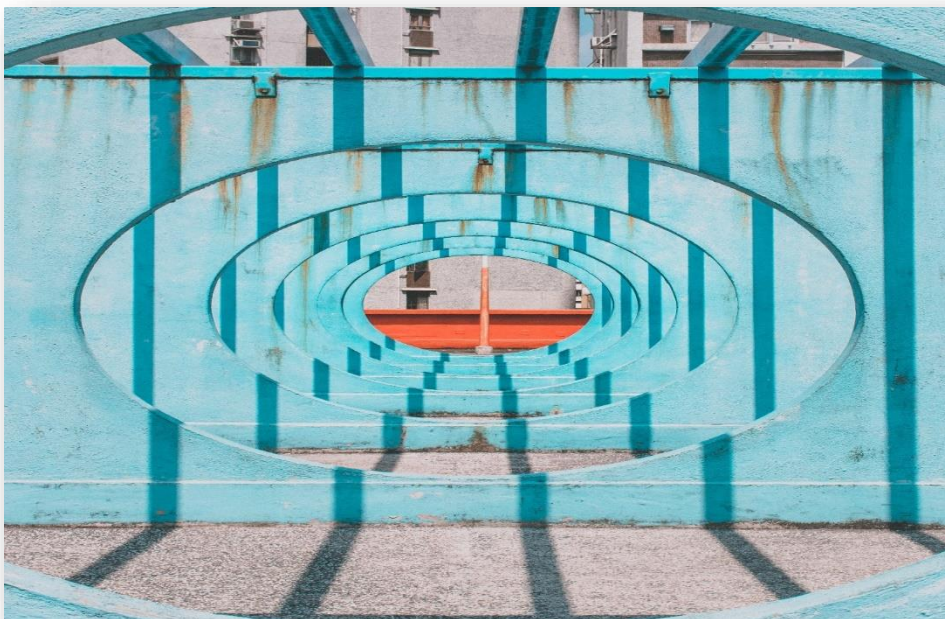


Figure 2: Perspective Image (Fulgencio, 2018)

1.1.2.3. Video

Videos are a primary component in multimedia. When it comes to the definition of “video”, there are many definitions ranging from broad to narrow views and perspectives putting in mind the purpose and the usage of the definition. In general term, a video is a recording of moving pictures and sound, but when it comes to learning and teaching it has a clear concept as Kaushik stated that video is the technology of capturing, recording, processing, transmitting, and reconstructing moving pictures. Video is more towards photo realistic image sequence / live recording as in comparison to animation (Kaush, 2015).

1.1.2.4. Audio

Audio media is relied only on the power of sound alone, such as cassette recorders and audio dishes. This media is suitable for people who are deaf or have a hearing loss. As stated by Hodgson, “audio signals may be synthesized directly or may originate at a transducer, such as: a microphone, musical instrument pickup, phonograph cartridge, or tape head. Loudspeakers or headphones convert an electrical audio signal back into sound” (Hodgson, 2010, p. 1). It can be considered as a sound produced by vibrations and perceived using the hearing sense.

1.1.3 The relationship between multimedia and learning:

Learning is defined according to Mayer (2009) as a change in knowledge caused by experience. This definition has three components: 1) Learning involves a change, 2) the change is in the learner’s knowledge, and 3) the cause of the change is the learner’s experience.

He also adds: “learning is personal, in that it happens within the learner’s cognitive system. The change in knowledge cannot be directly observed but must be inferred from a change in the learner’s behavior –such as performance on a test”. (Mayer, 2009,p. 67).

Mayer is referring to the idea that learning always entails a change in the learner's knowledge, and this change may be seen in the learner's performance on a test or other measure of the learner's success. Due to the possibility of enhancing students' language comprehension and enjoyment, research into multimedia learning systems and their impacts on learning has expanded.

We will summarise relevant research regarding the connection between multimedia and language learning in the following sub-sections.

1.1.3.1. Multimedia and Vocabulary Learning

N. Bunmak (2021), found out through an experimental study that learning English vocabulary through multimedia helped the students achieve significant improvement in vocabulary. These findings are consistent with the findings of Al-Seghayer (2001), who investigated the effects of multimedia on learners' vocabulary learning. The findings verified the usefulness of utilising multimedia in vocabulary acquisition, indicating that using multimedia can help increase comprehension and learning of a new language. According to Mayer 2005 learners' brains operate more efficiently because multimedia training incorporates both words and visuals.

In addition, students learn better when they get an education that incorporates visual text, spoken text, and graphics, according to Kim and Gilman (2008). This is most likely explained by the dual coding hypothesis, which states that pupils nowadays are able to connect visual text and visuals. They can successfully pick and organise material, as well as combine their prior knowledge with classroom knowledge (Kim & Gilman, 2008; Paivio, 1990).

1.1.3.2 Multimedia and Learner Motivation

The digital multimedia's acoustic optic special effects and creative design are engaging and entertaining, which could increase student's extrinsic motivation yet further. According to Acha (2009) skilled teachers know how to properly convey information and how to use computers and internet to engage students. Therefore, the right mix of multimedia and teaching methods is well suited to attract EFL students during English language learning.

1.1.3.3. Multimedia and Long-term Memory

Animation contains text and images, which may encourage the creation of numerous representations and contribute to long-term memory. According to what Jones and J. Pass (2002) found, combining animated information with text and images helps learners to actively create psychological representations, making it easier for them to recall memories while answering questions, which is a long-term memory effect.

1.1.3.4. Multimedia and Experimental Learning Experience

According to J. Burner (1964), learning is an active and engaging process. He argued that humans see particular parts of their surroundings selectively, internalize those views and then act on those internal representations. As previously stated, J. Burner introduced three ways of representations. To begin with, the enactive stage is characterized by direct manipulation of objects in the absence of any internal representation of the items. Second, the iconic stage is characterized by internal visual representations of external items in the form of images or

iconic. Finally, the symbolic stage, which is differentiated by the symbolic representation of objects through the use of words or other symbolic means. While teaching, concepts should be first introduced at the execution stage, which involves the direct manipulation of things, and then re-introduced at the symbolic stage which involves the use of images. Nan Guan stated that:

when giving a lesson in class, teachers will encounter some challenges or abstract subjects that are difficult to express. The use of multimedia thus makes abstract knowledge more concrete and engage pupils in a visual world which helps them learn better". (Nan Guan et al, 2018)

Moreover, the use of multimedia in the classroom makes English classes more vibrant, vivid, and entertaining. According to Dong and Li (2011), multimedia has an impact on areas such as student interest, stimulation, classroom efficiency enhancement, and satisfactory effect attainment. As a result, English classrooms are more engaging, vibrant, and dynamic. Multimedia education conveys a great amount of implicit information through images, music, and animation.

1.1.3.5. Multimedia and Outside-classroom Teaching Opportunities

Teaching English with multimedia technology is flexible. It focuses on "how English language teachers, teacher educators, and administrators can and should use technology in and out of the classroom"(Healey et. al. 2). This suggests that the use of multimedia technology expands the possibilities for English instruction beyond the confines of the classroom. It establishes a multimedia learning environment for teaching English. One of the principles of effective language teaching is that teaching should be handled by teachers and should be student-centered. Moreover, sometimes students' difficulties are addressed in the classroom, but other times they must be addressed outside of the classroom environment, which is "typically carried out using asynchronous tools, such as e-mail or conferencing systems" (Warschauer 2000). In such cases, students can take use of multimedia technology by contacting lecturers through the internet and having their difficulties handled.

1.1.3.6. Multimedia and student's interaction

Gary Motteram (2009) is one of the scholars to work on the effectiveness of technological use in the language classrooms. He says that it is still "the case that most teachers work in physical classrooms and looking at ways that these spaces can be augmented with digital technologies is a very good starting point" (p.7). In fact, multimedia technology in teaching focuses on the

active participation of students, and enhances the importance of interaction among students and between teachers and students. One of the main uses of multimedia technology in the classrooms is to improve students' ability to listen and speak, and thereby develop their communicative competence. In this process, the teacher's role as a facilitator is particularly prominent. The utilization of multimedia technology can create a context for the exchange of information among students and between teachers and students, emphasizing "student engagement in authentic, meaningful interaction" (Warschauer 2000). This opportunity improves the traditional classroom teaching model. In doing so, the teachers in the classrooms no longer force the students to receive the information passively.

1.2 The Role of the Teacher in Multimedia Classrooms

The classic teacher-centered method has recently begun to wane in importance as networks and technology have advanced. Teaching foreign languages with the use of multimedia is becoming more and more common. Multimedia based on computers is currently widely used in schools. The use of video, figures, and text into the educational process can increase the effectiveness of English instruction. The three primary components of English instruction—tutors, teaching materials, and students—play a crucial role in the classroom.

According to what Le Zhang (2017) found, it is essential for teachers to make the most of computers and to perform a variety of roles in accordance with various instructional requirements.

- 1) When he sets plans and preparations for the entire teaching and learning course before class, the teacher might act as a planner.
- 2) When he urges the students to participate in learning activities like having a discussion in class, the teacher might function as an organiser.
- 3) When the instructor participates in the activities alongside the students on an equal footing, he can behave as a participant.
- 4) As he reviews the students' homework and other learning activities, the instructor might assume the position of a supervisor.
- 5) The instructor can take on the position of an advisor when he wishes to evaluate the learning outcomes of the pupils and provide comments.
- 6) The instructor can act as a resource when certain pupils come to him with challenging inquiries.

7) When he wishes to encourage the pupils' academic performance and interests, the teacher might take on the position of a promoter.

About years ago, Yager (1991) showed how teachers could apply the ideas of the constructivist learning model in the classroom. Yager (1991) not only recommends using this model for training new teachers, but also how teachers can adapt to the needs of new generations of students in the classroom, in line with constructivist learning theory. Here are some of these recommendations for teachers (Yager, 1991).

- Encourage students to ask questions during class
- Encourage students to share ideas to solve various problems
- Encourage students to find and choose information to solve various problems
- Acknowledges students' critical views during class
- Encourages and supports the use of electronic devices in all classroom activities –
 - Encourages students to compare and relate phenomena and events discussed in the classroom
 - Encourages students to analyze facts, phenomena and causes, and encourage them to share their personal comments on everything they learn.

As it relates to the internal structure of the school and the creation of instructional activities, instructors and other experts on educational issues must make certain adjustments in accordance with Howard Gardner's (1983) multiple intelligence hypothesis. Children should be informed about their own and individual qualities, or their strengths and shortcomings, in accordance with their age and level of understanding, and assisted in developing a positive realistic self-image. Teachers will further promote and develop students' strengths and unique abilities by helping them get to know themselves, their own strengths, and their own abilities. Each learner has to choose which of the seven categories of intelligence best suits them, or which of the seven types of intelligence best describe their abilities. In addition, teaching environments and lesson plans must be created in a way that enables students to acquire the forms of intelligence necessary to produce appropriate and respectable results. This is made feasible by consistently altering teaching methods and furnishing the locations where instructional activities take place with appropriate supplies and tools.

Glenn (1997) stated that It might be challenging to locate and use the appropriate software or courseware for education. Although there are more and a larger range of high-

quality multimedia programmes available, it is still important to understand how they are utilised in the classroom and what the participating educators' overall learning objectives are. The debate over whether instructional multimedia should be utilised in classrooms has long passed. The present focus is on making sure that multimedia is used properly to open up new learning possibilities and to support student progress. The distinctive demands of different learners can be met by a variety of multimedia programmes. However, the most commercial educational multimedia tools up until this point have not been particularly conducive to a constructivist approach. Taylor's (1997) layered design frameworks make the following claims:

Most users, multimedia designers, and educators would agree that all the multimedia applications in the market represent very difficult types of applications. However, most people would probably have a difficult time cogently explaining why they are different and, more importantly, the implications of these differences both for effective use and for future design practice (p. 215).

1.2.1 The Importance of Multimedia in Teaching English to Young Learners

Multimedia allows complex processes to be shown in an interactive manner and also allows teachers to combine text, graphics, animation, and other media into a single package, in order to provide learners with comprehensive information to reach specific learning outcomes.

The use of multimedia allows learners to actively participate in the educational process, and this increases the effectiveness and quality of training. As the authors believe that multimedia learning makes the lesson interesting, as it improves the organization of the lesson itself, the use of sound and images and their combination enriches the content of lessons.

The use of multimedia helps to understand the material better in English lessons. According to W. Yang and F. Fang (2008), the role of learners and increased interaction between teachers and learners is emphasized. Some authors believe that the specificity of teaching using multimedia is to improve the listening and speaking skills of the learners, and to develop their competence in communication.

Today, there are many English-language programs, recordings, and video clips that contribute to the study of the English language and the development of learners' communication skills. S.Ahmed (2018) believes that teachers should use computer technology in teaching English. He said that if an English language teacher uses computer programs in his teaching, it will be very effective and important because it enhances the foreign language learners' communication competency and achieves proficiency in the English language.

Multimedia applications provide great support and variety for both the teacher and the learners, and contribute to the development of communicative competence. The authors found that multimedia resources that have practical applications in teaching English develop all four language skills, and multimedia is created and empirically tested by various educational institutions of all levels all over the world; they are sure that the use of multimedia helps in the educational process and enhances understanding of abstract concepts. It also facilitates the process of individual and collaborative learning. R. Mayer R Moreno (2002) believe that multimedia greatly facilitates the process of learning and mastering the basic skills of the learner through exercises and practice. Refers to Rontsevic (2009), the two multimedia properties are identified as :

1. Diversity of presentation in different combinations, presenting the same information (via auditory and visual sensory channels), in contrast to traditional media that do not have this.
2. Characterization of systematic approaches to the interpretation of all multimedia in multiple representations.

M. Razmia S. Pournalib, and, S.Nozaad, (2014) found that 73.9% of the learners surveyed in their study believe that the use of multimedia is helpful in improving their pronunciation, intonation, and rhythm of oral speech in learning English. According to Boukhalifa, S.(2018). The effectiveness of multimedia in teaching English vocabulary to Algerian primary school children. In this study, the effectiveness of using multimedia in teaching English vocabulary to primary school children in Algeria was investigated. The study found that the use of multimedia such as videos, pictures, and interactive games had a positive impact on the learning of vocabulary, leading to higher levels of engagement, motivation, and retention among the students.

W. Rivers (1981) asserts many media and many methods of visual presentation are beneficial to a language learner, meaning that:

All audiovisuals materials have positive contributions to language learning as long as they are used at the right time and in the right place. In the process of language learning and teaching, learners use Their eyes and ears, but their eyes are essential (pp. 330-340).

1.2.2 Theories of Multimedia Learning

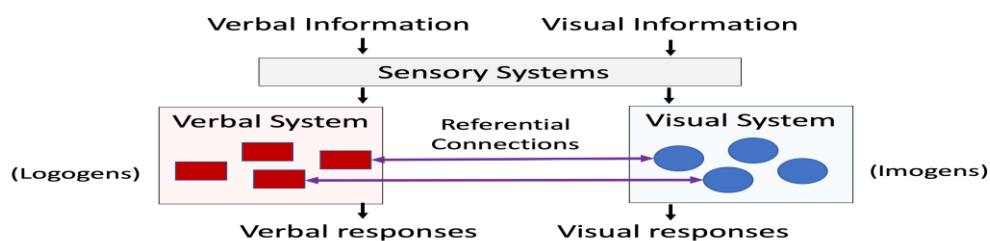
1.2.2.1 Dual Coding Theory

Paivio's dual coding hypothesis arose from his studies on noun-adjective pairings, noun-noun pairs, and how these characteristics of language appeared to elicit mental pictures (Paivio, 1963, 1965). Images were elicited in numerous of these early trials by 'peg' phrases (or words meant to be used to recall other words). The general findings of these experiments also revealed that concrete nouns appeared to elicit linked pictures more reliably than adjectives or abstract nouns. The findings on vocabulary and images would lead to Paivio's dual coding hypothesis, which outlines specialised cognitive resources employed by learners to handle verbal and nonverbal information. Paivio (1969, 1971, 1986) provided information. Humans appear to have separate systems for processing verbal and nonverbal data. Interconnections are also created between verbal and nonverbal information, which aids in knowledge retention. Visuals, for example, can be given verbal names, and names can be correlated with visuals. Furthermore, single photos can be linked to many names, and a single name can be linked to several images (Paivio, 1991). The theory also specifies what are known as "logogens" in the verbal processing system and "imogens" in the nonverbal processing system, as seen in Figure 3. (Clark & Paivio, 1991).

Figure 3: Paivio's dual coding theory describes logogens and imogens in verbal and visual information processing channels (modified from Paivio, 1986)

1.2.2.2. Mayer's Multimedia Learning Theory

According to Mayer and Moreno's (1999) Cognitive Theory of Multimedia Learning, deeper learning can occur when information is provided in both text and images rather than just text. The idea of Multimodal Learning is based on the assumption that there are two learning



channels: Auditory and visual. Both of these channels are utilised to store information in working memory.

Mayer (1999) proposes a multimedia learning theory based on three major assumptions derived from cognitive science studies on the nature of human learning. He claims:

Cognitive theory of multimedia learning assumes that the human information-processing system includes dual channels for visual / pictorial and auditory/ verbal processing each channel has limited capacity for processing, and active learning entails carrying out appropriate cognitive processing during learning (Mayer, 2009, p. 57).

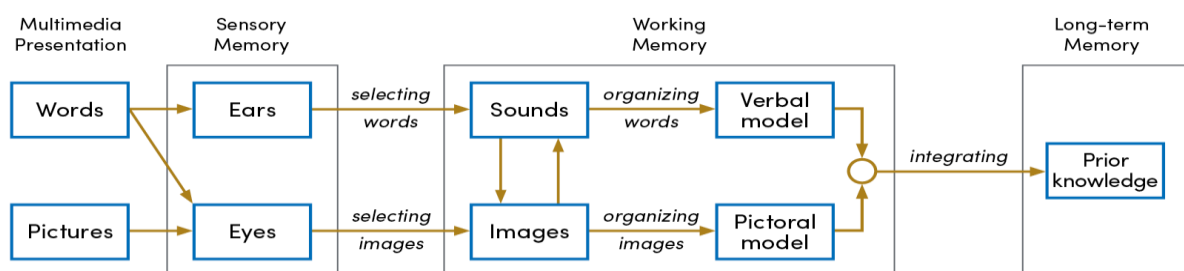
Mayer's cognitive theory of multimedia learning makes three assumptions about how people absorb information: The dual-channel assumption, the limited-capacity assumption, and the active-processing assumption.

Figure 4 cognitive theory of multimedia learning

Multimedia learning theory explains two cognitive processing channels available to our students, one for processing auditory information and the other for processing visual information. As a result, new schemata in long-term memory are updated or developed, resulting in learning.

1.2.2.3. The Dual Channel Assumption

The dual-channel assumption states that "humans possess different channels for processing both auditory and visual information," according to Mayer (2009, p. 63). The first is the visual-pictorial channel, which processes visual images (including words displayed on a screen). The auditory-verbal channel, which processes spoken words, is the other channel.



1.2.2.4. The Limited-Capacity Assumption

According to the limited-capacity assumption, people have a hard limit on the quantity of information they can process at any one time. Anybody who has sat in a sports bar and

attempted to watch multiple games at the same time or listen to the news while conversing understands this.

While it's impossible to quantify, Mayer believes that most individuals can hold five to seven "chunks" of knowledge in working memory at any given moment. He also suggests that persons at the higher end of that range may have superior metacognitive skills, allowing them to better manage their limited cognitive resources.

1.2.2.5. The Active-Processing Assumption

Mayer (1999) claims that humans do not acquire knowledge by passively taking in information, claims the active-processing hypothesis. Instead, they must engage in active cognitive processes including gathering and sorting pertinent information, arranging it into verbal or visual models, and fusing those new models with prior knowledge. In contrast to a "knowledge transmission" paradigm, the cognitive theory of multimedia learning basically supports a student-centered "knowledge production" paradigm. He argues that pupils must work to combine words and images into meaningful information that is stored in long-term memory rather of being "empty vessels" waiting to be filled with knowledge.

1.2.2.6. The image schemas theory:

Image schema theory of multimedia refers to the idea that humans rely on a set of basic perceptual patterns to understand and process information across different types of media, including visual, auditory, and text. These patterns, called picture schemas, are universal and provide a foundation for abstract thinking and understanding of language.

One of the main researchers in this field is Richard Meyer (2005) who has conducted many studies on multimedia learning and its relationship to cognitive processes such as attention and memory. Meyer has argued that picture schema theory provides a useful framework for designing effective multimedia materials because it emphasizes the importance of visual aids in helping learners construct mental representations of abstract concepts (Meyer, 2005).

Similarly, Plass, Moreno, and Brünken (2010) argue that the use of image diagrams in multimedia design helps learners build mental models of complex systems and processes. They note the necessity of mental models to help learners transfer knowledge from one context to another, as well as for decision making and problem solving.

Other researchers have explored the use of specific types of image schemas in multimedia design. For example, Clark and Bayview (1991) argue that the use of sensory-based concrete images (such as images of objects, actions, and scenes) facilitate learning by activating learners'

visual and spatial memory systems. Similarly, Wang and Shen (2011) suggest that the use of metaphors, which are based on picture schemas, can help learners better understand abstract concepts by anchoring them in more real experiences.

Many studies have explored the effectiveness of using image maps in multimedia materials in terms of practical applications. For example, Moreno and Mayer (2000) found that using animated diagrams to explain how a bicycle works improves learners' comprehension and recall compared to text-based explanations. Mayer and Sims (1994) found that using animation to illustrate a scientific process resulted in better knowledge retention and transmission than static images or text alone. In his book, Feldman (2006) presents a neural theory of language based on the concept of image schemas, that language processing is rooted in the brain's ability to perceive and categorize sensory information, and those image schemas provide a framework for organizing and interpreting this information. It stresses the importance of embodied cognition and multimodal cognition in understanding language.

Metaphor theory includes discussion of image schemas as a building block for conceptual metaphors. Lakoff and Johnson (1980) argue that image schemas provide us with an easy way to understand and think about abstract concepts by mapping them onto more real, embodied experiences. Their work has had a major impact on cognitive science, linguistics, and philosophy.

Overall, these studies and others suggest that image schema theory of multimedia provides a useful framework for understanding how humans process and interpret information across different types of media and all this by identifying and exploring the underlying patterns and structures that make up our perception. Researchers can gain insights into how we navigate the world around us and how meaning is created.

1.2.3 The Principles of Multimedia Learning

The Multimedia Theory of Learning, according to Clark and Mayer (2003), may be broken down into the following seven principles:

- Contiguity Principle: align words to corresponding graphics
- Multimedia Principle: words and graphics are better than words alone.
- Redundancy: explain visuals with words in audio or text, not both.
- Modality: Present words as audio narration, rather than on-screen text.
- Coherence: adding interesting material can hurt learning.

- Personalization: use conversational style and virtual coaches.
- Segmenting and Pre-training: managing complexity by breaking a lesson into parts.

1.3. Multimedia and Vocabulary Learning:

1.3.1 The use of multimedia in learning and teaching vocabulary:

In many nations today, the practise of incorporating multimedia into language teaching is growing in popularity (Bingimlas, 2009; Brünner, 2013; Klimova & Poulouva, 2014). Multimedia has grown over the last several years into an excellent tool that is often utilised in English language classrooms, claims Duffy (2007). It is an excellent resource that may expose pupils to language acquisition, according to the *Itesol Journal* 34(2) 48 (Watkins & Wilkins, 2011). Because, multimedia technology provides students with pictures, videos, and rich texts, this makes their eyes and ears work together which is useful for vocabulary extraction and identification, and thus this leads to enhancing vocabulary teaching. Psychology studies prove that people obtain information mainly through visual and auditory catalysts, with 11% through hearing and 83% through visual catalysts.

The use of multimedia in teaching vocabulary makes students understand and comprehend the material so well. Aninda (2015) found that the study focused on investigating the effectiveness of multimedia teaching vocabulary for non-native speakers of English. The study used a quasi-experimental design with a preliminary test and a post-test for both the control and experimental groups. The experimental group was taught using multimedia tools such as videos, songs and pictures, while the control group was taught using traditional teaching methods, such as lectures and textbooks. Aninda's study found that the use of multimedia in teaching vocabulary was more effective in facilitating learning than traditional teaching methods, the results showed that the experimental group had significantly higher average scores on their vocabulary test compared to the control group. The inclusion of multimedia tools has helped enhance the visual and auditory learning experiences of the students, making the vocabulary learning process more interesting and engaging. Found also Dale.E (1946) that the study proposed hierarchical model of learning modes that ranged from direct experience to abstract concepts, with multimedia occupying a prominent place in the middle. Dale argued that multimedia, which included combination of different audio, visual, and textual elements, was an effective approach to convey complex information to learners, helping them to understand and remember the content presented

In the past few years, multimedia has become such an effective topic that it was widely used in all English classes (Duffy, 2007), and many researchers (e.g., GUI Shi-chun, 2004 ; Ellis, 1995)

have demonstrated that learning materials which attract students' attention and concentration for a long time will have positive effects on memorizing of new vocabulary.

Teachers of English are encouraged to attend more training on multimedia applications for use in the classroom. Mathukorn's (2015) study on the impact of multimedia learning on students' success in vocabulary knowledge supported that the use of multimedia can enhance students' achievement in vocabulary knowledge.

Vocabulary should be taught to students as the most important aspect of language to avoid disengagement, and in order to improve English. In this case, teachers have to use some appropriate new strategies like using visuals. Porter and Margaret (1992) assert that the use of visuals not only makes what you say more inclusive to students, but can make teaching more interesting for the teacher. Therefore, HU Hai-peng (2004) found evidence that students whose sensory channels are compatible with the learning environment and learning resources will achieve high results both academically and statistically; the multimedia environment allows students to acquire a vocabulary of phoneme, calligraphy/spelling and word meanings.

1.3.2. The role of multimedia in teaching vocabulary:

Vocabulary is the basic element in English learning process because sentences consist of single words while multimedia provides both visual and auditory input to students; it is the main process of vocabulary acquisition for the learner. Hatch & Brown (1995) identify that there are five steps in the process of vocabulary acquisition: (1) Having resources to learn about new words; (2) obtaining a clear pictures, visual or auditory or both, of new word forms through multimedia; (3) learning the meaning of the vocabulary you encounter, (4) establishing a strong memory connection between word forms and their meanings, and the finally (5) using the words learned by the student.

Vocabulary and application mastery is a prerequisite for language beginners to enhance their English skills. Moreover, vocabulary learning can promote the improvement of English proficiency According to Cheon, J., & Grant, M. M. (2015). Multimedia vocabulary learning strategies and long-term retention. This study investigated the effects of multimedia vocabulary learning strategies on long-term retention among college students learning English as a second language. The study found that the multimedia group had significantly higher vocabulary retention than the traditional group, even after six months.

Teachers provide many English videos in English with subtitles and this easily attracts students' attention. They may be interested in learning and they can be participating while the professor

is presenting the lesson in class. Astleitner & Wiesner (2004) state that attention is not only something that needs some information processing resources; by analysing these resources with action of memory, and through attractive animations, images, and sounds, students are able to engage in language learning effectively. In this multimedia environment, students will become more active and independent throughout their learning. Abbas (2012) states that the use of a teacher-controlled multimedia tool increases the volume of communicative discourse in the classroom for both teachers and students.

Visuals speed up learning and ensure vocabulary learning more effectively. In this sense, Hill (1990) claims that the use of different types of visual materials in teaching vocabulary develops learners' intrinsic motivation to learn more. He claims that visuals evoke immediate response for learners in the classroom, which is important in language learning in general and vocabulary in particular. He adds that it increases the learners 'self-motivation. According to Redman and Gairns (1986), the use of visual tools to present words is an engaging and motivating technique used to enhance learning of more vocabulary and furthermore can be most useful for aiding word retention.

Conclusion

After reviewing the literature, it can be concluded that using multimedia to teach vocabulary to young children is a promising approach to enhancing their learning experience. The use of multimedia, which can include videos, images, audio clips, and interactive software, can provide learners with a more engaging and interactive learning environment. Vocabulary for young children can be effective and beneficial. The different types of multimedia, such as videos and audio, can provide a more engaging and interactive experience for the learners, which can lead to better retention and understanding of vocabulary. There is a positive relationship between the use of multimedia in teaching and the learners' performance, as it can help cater to different learning styles, improve motivation, and enhance their language skills.

The teacher plays a vital role in the success of multimedia use in the classroom. They should be knowledgeable about the technology and how to integrate it into the lesson plans effectively. They should also be able to guide the learners and facilitate their learning throughout the process. Multimedia is particularly important in teaching English to young learners since it can be difficult for them to grasp the new language without visuals. Mayer's multimedia learning theory suggests that a combination of visual and auditory stimuli can enhance learning and help learners acquire new information. However, there are also challenges and limitations to using multimedia in the classroom, such as technical issues, distraction, and overdependence on technology. Therefore, teachers should be cautious in their use of multimedia and ensure that it complements rather than replaces their literature.

In conclusion, the review of literature suggests that the use of multimedia in teaching vocabulary to young learners can be effective when used appropriately and under the guidance of a knowledgeable teacher. It can enhance learner engagement, motivation, and language skills.

Chapter two: Methodology.

Introduction

This chapter because it outlines the research design used in the investigation. It provides a detailed explanation of the participants, instruments, observation, and procedures, which are all essential components of the study. Understanding these elements is crucial in ensuring that the study was conducted accurately and ethically, and that the data collected is valid and reliable.

2.1 Restatement of the objectives

The objective of this study is to investigate the role of multimedia in teaching English as a foreign language to young pupils. By focusing on teaching vocabulary, pupils at that level are supposed to learn much vocabulary. For teaching to be effective, teachers should determine the appropriate types of multimedia to be used in teaching. This is why the study, as a first objective, looks into the different types of multimedia and the effectiveness of each type.

2.2 Research Method

As the participants are still young, we have found that the appropriate method to collect the quantitative data is the experimental research method. And to collect the qualitative data, an observation was appropriate.

2.3 Research Design

In order to test the effectiveness of the use of multimedia in teaching English to pupils, a posttest-only control group design is followed. This study involves both a control group (CG) and an experimental group (EG). Through a period of 4 weeks, two sessions a week and each session lasted for 45 minutes. The EG was taught using different types of multimedia (videos, audio, pictures, etc.), while the CG was taught using the traditional method, which does includes the types of multimedia present in the book. During the instruction, we conducted classroom observation to analyze the performance of the participants and their reactions to the different types of multimedia. This tool was used to collect more data about the case we are investigating in order to have a clearer picture and deeper insights into it. After the instruction, a post-test which focused on the types of vocabulary included in the syllabus was administered to the two groups in order to compare their performances. Their scores were compared to verify whether the lessons the EG received had any significant effects on their vocabulary retention.

2.4 Participants and settings

The study took place at the primary school of "Gasmi Saleh," El Anassar (BBA). Participants in this study were 71 third-year pupils. There were 35 pupils in the CG and 36 pupils in the EG. As they were members of intact classes, randomness in assigning them was not feasible. The

experiment took place during the third semester of the academic year 2022-2023, and the pupils had already been grouped. It is worth mentioning that grouping the learners was not done under any measures of academic achievement, but rather through mere administrative procedures. Other variables were taken into consideration, such as the age or the pupils' own choice in some cases.

The reason for selecting third-year pupils was that the study should deal with young learners of the language, and they are the only young learners who learn English in public schools in Algeria, at least for this academic year.

2.5 research Tools

To answer the research questions and test the hypothesis, two main research instruments were used which are a post-test and non-structured observation.

2.5.1. Posttest

2.5.1.1. Description of the posttest

The objective of the post-test was to test the participant's vocabulary of the 6th unit in the syllabus after the treatment for both the control and experimental groups. It provides a quantitative data about their vocabulary knowledge. Each task assesses a certain category of vocabulary items that both the groups dealt with during the third semester; through the treatment for the EG, and through the regular lessons for the CG.

The posttest contains four tasks: Two included productive-based items tasks such as gap-filling, and the other two involved recognition-based items tasks such as matching. For the first tasks pupils were given a set of numbers and pictures; each word stands for a birthday-related item. Pupils were asked to write the correct number under the correct picture.

The second task was a gap-filling task; pupils were given a face picture and asked to name each part. The third task is a matching one, and pupils were required to match each birthday party object to its name. Finally, the fourth task is also a gap-filling task where students are asked to recognize each emotion.

2.5.1.2. Post-test Administering

The post-test was administered to both the control and experimental groups. The experimental group took the test from 9 a.m. to 10 a.m., while the control group took their test the following hour. The classroom was equipped with chairs, tables, and everything else necessary. Before starting the test, we made sure that all the conditions were met and the pupils

were ready and comfortable. Each pupil was given an answer sheet. After that, the teacher explained to the pupils that the test was mainly to test their vocabulary after the treatment and would have nothing to do with their subject marks. Everything included in the test was clearly explained, and no exceptions were made. After one hour, the papers were collected, and the pupils were thanked for their participation.

2.5.2. Classroom Observation

Classroom observation is the second research tool that we used in order to collect qualitative data about the research. We have opted for an unstructured classroom observation by making a checklist of six (06) items to be observed which includes the classroom management, the interaction of pupils, the flexibility of the teacher and lesson and the acquisition and use of language inside the classroom. Bell (2005) states that “researchers who decide to adopt an unstructured approach to observation generally do so because though they may have a clear idea of the purpose of the observation”. Bell, J. (2005,p.192). The setting and participants of our observation were the same of the experimental design.

2.6. Treatment

In this section, we will shed light on the intervention period that preceded the posttest. Detailed descriptions will be provided for both the EG and the CG.

2.6.1. Experimental Group

Our first meeting with the EG was an introductory session where we introduced ourselves and explained to the participants what we were going to do. They were told that this experiment would help them develop their vocabulary, and their English in general. After getting their approval, we tried to motivate the pupils and break the ice since we are going to be their teacher for the next few weeks by revising some previous lessons. This revision helped us to motivate them, and to know their level and understanding. In the following sessions, we used a 5Es (engage, explain, explore, elaborate, evaluate) framework to meet the objectives of each lesson. We engaged the pupils and got their attention and interest by introducing the lesson topics using some types of multimedia, such as videos, pictures, flashcards, or audios, in order to introduce the new vocabulary words. After that, we allowed pupils to explore the new vocabulary words and their meanings either through matching activities or audio activities from the listening script. Moreover, we provided clear explanations of the new vocabulary items by using synonyms and antonyms, images, and audios to help them absorb and memorize the new items. We also encouraged pupils to use the new vocabulary words in different contexts and in

real life situations, like role-playing and giving examples. Finally, we evaluated the students' vocabulary by using a formative assessment by asking the pupils to give examples of how the words are used in the context. The duration of each session was about 45 min.

The first session, as mentioned before, was a revision of the vocabulary items that the learners dealt with in the previous units. The teacher used only flashcards.

The objective of the second session was to discover the names of the different objects and foods related to a birthday party using YouTube videos and songs, as well as some flashcards and audio activities from the listening script.

The third session was devoted to role-playing, expressing offers, and replying to thanks. To meet the objectives of the lesson, the teacher used an audio dialogue from the listening script and some flashcards. In addition, the teacher used a YouTube video to help the learners discover and recognize words used in a birthday party invitation.

Moreover, the fourth session was a very fun session where learners discovered and identified the names of their facial parts. The teacher used a video and a PowerPoint presentation.

The fifth and last session was about emotions, where pupils learned how to express their feelings using the words "happy and sad." The teacher in this session used a video and flashcards. During the treatment period, the pupils were excited and engaged, and they expressed gratitude for the learning experience.

2.6.2. Control Group

The participants in the CG were taught using a traditional method where ordinary multimedia that is present in the textbooks. Both the experiment and control groups dealt with the same lesson in the 6th unit. The teaching method included only their book, and the teacher used to only read the dialogue and the audio activities from the listening script. The sessions took place in their ordinary classroom and included direct and clear explanations of the lessons, which targeted their vocabulary skills.

2.7. Data Analysis Procedures

Both qualitative and quantitative data were gathered and analyzed in order to answer the research questions. We used a post-test-only control group design to gather quantitative data about the research. The reason why we opted for this method was because the pupils were learning English for the first time. Hence, we assumed that, at the outset of the study, the participants' vocabulary was very limited and, therefore, the two groups had the same level. So,

a pre-test would not be much informative about their vocabulary level. In addition, the treatment focused only on what the *pupils were going to learn* in the new unit, rather than what they had focused on in the previous units.

The second method of gathering data was a qualitative classroom observation, where we created a checklist of six items to be observed during the treatment.

2.7.1. Quantitative Data Analysis

The scoring process for the four tasks of the post-test was as follows:

Task 1: Pupils can earn a total of 6 points in this task. For each correct answer, they will receive 0.75 points.

Task 2: Each correct answer in this task is worth 1 point. If a pupil answers all the questions correctly, they will receive 5 points.

Task 3: The total score for this task is 5 points, and pupils will receive 1 point for each correct answer.

Task 4: Pupils can earn 2 points in one element of this task by answering correctly and spelling correctly. However, if there is a spelling mistake, they will lose one point. The total score for this task is 4 points.

After obtaining the total scores for both groups, the data was analyzed using the Statistical Package for Social Sciences (SPSS). The data from the two groups were entered and compared to test the hypotheses. Since we compared two separate groups, we conducted an independent samples t-test find out whether the performances of the two groups had any statistical significance.

2.7.2. Qualitative Data Analysis

In order to collect qualitative data about the research, we conducted an unstructured classroom observation. We created a checklist of six items to observe, analyze, and report the findings.

The six items are about the classroom management of the teacher, both with the EG and CG, flexibility of the teacher and lesson, as well as the learner's interaction, acquisition of language, and use of language inside the classroom.

2.8. Ethical Considerations:

When planning and carrying out the study, like with any investigation involving individuals, it is essential to take ethical considerations into consideration. As a result, the researchers were anxious to obtain permission from the teacher and the school administration before putting the intervention into action.

Conclusion

In this chapter, we provided a detailed explanation of the methodology used to test our hypotheses. The research instruments and tools we selected appear to be suitable for collecting both quantitative and qualitative data to address our study's questions. Results and the outcomes of the data analysis, as well as the discussion of our conclusions and findings are in the next chapter.

Chapter three: Analysis and Discussion of the Results

Introduction

This chapter is considered as the practical part of this research. It is divided into two parts. The first part aims to present the results of the EG and CG regarding their performance in the post-test. The results of the post-test will be used to depict the participant's vocabulary retention after the treatment and to see whether there is any difference between the two groups. In addition to that, the results will be presented, analysed and compared to find out if there is any significant improvement after being exposed to the treatment that the EG received compared to the EG. The second part is mainly devoted for the description and analyses of the data obtained from the classroom observation.

3.1. Restatement the Research Questions and Hypotheses

The focus of this study was on the effectiveness of using multimedia in teaching English vocabulary, mainly to young EFL learners. The research questions are the following:

- To what extent does the use of multimedia help young learners improve their vocabulary?
- Is it effective to use multimedia in teaching English vocabularies to young pupils?
- Does multimedia help in raising the pupil's interaction inside the classroom?

The questions examine the possibility of improving the pupils' vocabulary by using multimedia as a teaching technique.

The following is what we hypothesise and what serves as the foundation for the investigation of these research questions:

- Using multimedia in teaching English vocabularies to primary school pupils is effective.
- Using multimedia inside English classroom affects pupil's interaction.

For the purpose of analysing inferential statistics, we need to formulate hypotheses that can be tested. Since our purpose is to find out whether or not the outcomes of the treatment would affect the performance of the EG, we hypothesis that there results of this group will be different from those of the CG. Hence, our alternative hypothesis is.

- H1: There would be a statistically significant difference between the means of the EG and the CG.

The null hypothesis, which will be actually tested is:

- H0: There would be no statically significant difference between the means of the EG and the CG.

3.2. Results of the Post-test and Data Analysis

3.2.1. The Experimental Group's Post-test Results

Table 2 displays the final scores of the EG after a thorough analysis of the participants' responses.

Table 2 :*The Experimental Group's Post-test Scores*

Post-Test: experimental	
Student	Score
S1	17.5
S2	18
S3	20
S4	13.5
S5	18.5
S6	18
S7	13
S8	18
S9	18.5
S10	16
S11	11.5
S12	14.5
S13	20
S14	16
S15	9.5
S16	16
S17	9.25
S18	20
S19	14.25
S20	20
S21	11
S22	18
S23	20
S24	20
S25	17.5
S26	16.5
S27	17
S28	20
S29	11.75
S30	20
S31	20
S32	20
S33	20
S34	17
S35	20
S36	20

3.2.2. The Control Group's Post-test Results

The participants' answers to the post-test were analysed separately and, then, scored. The final scores of the EG are presented in table 3.

Table 3 : *The Control Group's Post-test Scores*

Post-Test: control	
Student	score
S1	18.5
S2	20
S3	3.75
S4	16
S5	15.5
S6	9
S7	12
S8	16
S9	10.75
S10	14
S11	14
S12	15.75
S13	14
S14	12.25
S15	9
S16	18.5
S17	12
S18	10.5
S19	20
S20	12.5
S21	11
S22	16.5
S23	16
S24	14.5
S25	13
S26	16.25
S27	11.25
S28	12
S29	18
S30	13.5
S31	14.5
S32	12
S33	9.5
S34	20
S35	17.5

3.2.3. Independent Samples t-test between the Results of the EG and CG

To test whether there was a statistically significant difference between the posttest scores of the two groups, an independent samples t-test was run between the posttest data of the two groups.

Table 4 Independent samples t-test between the experimental group and control group

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Post.test	Equal variances assumed	.060	.808	3,781	69	.000	3,07242	.81253	1,45146	4,69338
	Equal variances not assumed			3,777	68,325	.000	3,07242	.81336	1,44953	4,69531

The results of the t-test are summarized in Table 4. To interpret the results, Levene's homogeneity of variance test should be considered first. The observed p-value for Levene's F test indicates that the two groups had equal variances: $F = .060$, $p = .808$. Hence, we can assume that the homogeneity of variance assumption of the test was numerically verified and satisfied. The observed p-value of the independent samples t-test suggests that there was a statistically significant difference between the two groups: $t = 3.781$, $p = .000 < .05$. Hence, the null hypothesis H_0 was rejected in favor of the alternative hypothesis H_1 .

The scores obtained by the two groups in the post-test suggest a positive effect of the instruction after the treatment the EG received. The treatment which focused on teaching the learners by using the different types of multimedia (video, audio, and picture) was proved effective.

The independent samples t-test of the two groups' post-test results has put the EG ahead of the CG. The EG's performance in the post-test was significantly higher than that of

the CG. This adds to the study and confirms that, unlike the CG, the instruction the EG received did have an impact on their ability to acquire vocabularies.

3.2.4. Discussion

This part presented the results of the experiment, including the results of the test on CS's acquisition of vocabularies that the two groups received. The EG and the CG obtained different mean scores in the post-test (the EG obtained $M = 16,9653$ and the CG obtained $M = 13,8929$).. So the post-test mean score of the EG was statistically significantly higher than that of the CG, which suggests an effect of the treatment the EC received on their performance. Accordingly, the results support the hypothesis that multimedia is very effective in teaching English to young pupils because it motivates them to learn and to acquire knowledge better than the traditional method, which is what the experiment.

3.3. Description and Analysis of Classroom Observation

3.3.1. Description of the Classroom Observation

We have chosen classroom observation as a second method to accomplish this research. We aimed to determine whether or not the use of multimedia is an effective way of teaching that can be applied to teach primary school pupils in order to improve their vocabulary. We have opted for an unstructured classroom observation by making a checklist of six (06) items to be observed. Bell (2005,p.192) states that “researchers who decide to adopt an unstructured approach to observation generally do so because though they may have a clear idea of the purpose of the observation”. The setting and participants of our observation were the same of the experimental design.

3.3.2 Analysis of Classroom Observation

3.3.2.1. Flexibility

Experience has shown the importance of flexibility in teaching, especially when using multimedia resources. The ability to modify the lesson plan based on the needs and progress of the students led to a more interactive and effective learning experience, as the use of various multimedia tools, such as videos and pictures, made learning more interactive and allowed us to modify the activities according to the needs and interests of the students. We provided personal feedback to each student based on his performance during the lesson. This individualized approach to teaching allows for flexible teaching based on each student's needs. We were open to student input and feedback, which allowed for more flexibility and adaptation

during the lesson. The use of multimedia also allowed for more student participation and collaboration, and we were able to adjust the lesson accordingly based on student participation and understanding. We were able to tailor the lesson based on students' needs and provide a variety of materials and strategies to engage students in the learning process. All these strategies allowed students to memorize all the vocabulary items quickly and in an intelligent way.

However, students in the control group received traditional teaching methods, such as the use of textbooks and oral explanations from the teacher, without any multimedia components. During vocabulary lessons, we mainly relied on pre-printed materials, such as flashcards and worksheets, and did not use any online or multimedia resources to teach vocabulary. We also used the book's pictures and flashcards to reinforce their learning. During the experiment, students in the control group appeared to be less interactive and enthusiastic about learning new words than their peers in the experimental group who used multimedia. Students in the control group showed varying levels of flexibility in their approach to learning new words. Some students were able to memorise and repeat new words easily. Others struggled to remember the correct meanings and spellings. Despite the lack of multimedia tools in their teaching, students in the control group still made progress in acquiring their vocabulary, although perhaps at a slower pace than the experimental group. The control group also became comfortable with traditional teaching methods, but we recognised the potential advantages of using media. Multiplayer in the future.

3.3.2.2. Interaction

The students in the experimental group appeared more engaged and enthusiastic about the lessons as the multimedia tools presented the concepts in a fun and interactive way using multimedia, including videos and interactive activities. Learners were more lively and engaged. They seemed more attentive and interested in multimedia materials and were eager to participate in interactive activities. They often collaborated with peers to complete tasks and learned new vocabulary in more meaningful contexts. They showed greater retention of the meanings of newly learned words and were able to use them in context. Multiplayer can provide an engaging and effective way of teaching vocabulary to young children.

However, observations of the control group showed that students seemed less engaged and motivated during vocabulary lessons, often seemed bored and apathetic, and some struggled to stay focused on lessons as they often relied on rote memorization to learn new words, which resulted in a lack of understanding and use of new vocabulary.

3.2.2.3. The Use of Language

During our experiment with third-year primary students, we observed that the use of multimedia greatly enhanced their language learning experience. The students were more engaged and motivated to participate in class when multimedia materials such as videos, pictures, and interactive learning games were incorporated into their English lessons. They were able to learn new vocabulary words, sentence structures, and pronunciation with ease and enthusiasm. We noticed that the visual and auditory aids provided by multimedia enhanced the students' ability to comprehend and retain new vocabulary and grammatical structures. They appeared to have a better grasp of the language when these tools were used during lessons as opposed to traditional textbook-based instruction. Furthermore, we also observed that the pupil's pronunciation and grammar skills improved when multimedia was included in their language learning experience. e

We used more general terms related to learning and teaching, such as "books" and "lessons," but during the experiment with the control group, we noticed that the language use was limited to specific words related to the lesson. Besides, the lack of enthusiasm and contrast in the tone of the teacher's voice made the students lose interest in the lesson. The interaction between the teacher and the students was limited to a few questions and answers. We only used their book to introduce new vocabulary. The lack of multimedia can be a major obstacle to engaging the students and making the lesson more useful. There was no focus on understanding the meaning of the words; we used simplified language when explaining new words to the students. While this approach may be appropriate for young learners, it may not be challenging enough for students who are already familiar with the words being taught. In general, the control group's use of language during the experiment lacked the necessary elements to make learning vocabulary interesting and satisfying. However, having a similar experience with the multimedia component can be beneficial and promote an interactive and engaging learning environment.

3.3.2.4. The Teaching Process

We engaged young children in a fun and interactive way while teaching them new vocabulary words, which is something that we did not do while teaching the control group. The use of multimedia played an important role in attracting children's attention and motivating them to participate in the lesson. We started the lesson by showing live pictures on the screen and asking the children to identify the objects in the pictures. We then introduced multimedia, which was particularly effective in capturing the pupils' attention and maintaining their interest

throughout the lesson. We also benefited from videos and photos to support the concept being taught. This approach not only enabled the children to learn new words but also helped them retain the information they had learned. Furthermore, we regularly checked comprehension by asking the children questions and having them demonstrate what they had learned. As a result, the children appeared to be highly engaged and responsive to us, indicating increased participation and interest in the lesson. The use of multimedia in teaching vocabulary to young children was an effective approach that encouraged active learning and made the lesson more enjoyable for both us and the students.

The control group, which did not receive multimedia-enhanced instruction, showed relatively lower levels of engagement and interest in learning new words. The traditional approach we took with limited visual aids like word lists and worksheets seemed less practical. The control group, which did not have access to multimedia materials, struggled to retain vocabulary compared to the experimental group. Students were more eager to participate in class discussions, and their confidence in their ability to learn and remember new words improved. Another note was that the use of multimedia allowed for a more personalized learning experience. Students were able to learn at their own pace, which allowed them to process and enrich depending on their individual learning needs. This level of personalization is often difficult to achieve in a traditional classroom environment. Overall, the observations made during the experiment indicate that the use of multimedia can be an effective tool in teaching vocabulary to young children.

3.3.2.5. The Acquisition and Understanding of Learners

During the experiment, we noticed that learners were motivated and engaged when using multimedia tools such as videos, songs, and pictures to learn English. They were able to understand the language more effectively with the visual and audio aids provided. There was a marked increase in their vocabulary, and the learners were motivated while using the multimedia-based activities. They show great interest in the different types of multimedia materials, such as videos and audio clips, presented to them. As we progressed with the experiment, we noticed that learners could easily acquire new vocabulary and improve their listening and speaking skills through multimedia exercises. This was particularly evident during group discussions and role-playing activities, where learners could shamelessly use new words and phrases they had learned from multimedia materials. Furthermore, the learners demonstrated an excellent understanding of the language concepts taught through multimedia. Learners also showed better information retention compared to traditional teaching methods.

Learners remained engaged throughout the experience, and there was a significant improvement in their acquisition and understanding of language concepts.

Students exposed to the multimedia intervention had an observable greater vocabulary knowledge than the control group. The use of multimedia tools such as pictures, audio, and video helped the students better understand the new words and remember them for a longer period of time. Despite the overall positive effects of the multimedia intervention, there were individual differences in student learning outcomes. Some pupils in the control group performed just as well as those in the multimedia group, while others struggled to learn new words even with the multimedia intervention.

3.3.2.6. Classroom Management

During the experiment conducted with third-year primary school students, the focus was on the use of multimedia in teaching English vocabulary to young pupils. The classroom management was well-organized and the teacher was able to keep the students engaged throughout the lesson. The use of multimedia was effective in capturing the students' attention and making the lesson more interactive. The use of multimedia tools, such as videos and games, to teach English appeared to greatly enhance student engagement and motivation. The teacher also effectively used the multimedia resources to increase student participation in class activities, providing an opportunity for each student to interact with the language in a variety of ways. Classroom management strategies, such as clear expectations and rules, were established and reinforced throughout the experiment, resulting in a positive and respectful learning environment for all students. Overall, the use of multimedia resources in teaching English proved to be an effective approach that supported student learning and engagement, and the class management techniques utilized by the teacher were key to its success.

We have noticed that when we rely more on traditional teaching methods such as writing words on the board, using pictures of the book and reading from books to teach vocabulary, the students in the control group seemed less engaged and interested in the lessons. There were cases of students getting distracted or disconnected from the lesson that was presented in traditional methods using flashcards, worksheets, and verbal explanations for teaching vocabulary. The class had a more rigorous and structured routine with less variation in teaching methods. Students were less involved in the learning process and had less opportunity to express their ideas and participate in peer discussions. As a result, there was less spontaneity and creativity in the classroom. The teacher should monitor the students to keep them focused on the task. Some students seemed bored or disengaged during the activities, and disruptions were

more frequent. There was less variety in teaching techniques, and students had limited opportunities for peer-to-peer interaction and creative expression.

3.3.3. Discussion of the Finding of the Classroom Observation:

The results obtained from the classroom observation show that the traditional method and multimedia are different. However, the latter has a positive effect on the pupils learning process. First of all, it allows the teacher to manage and control the classroom, unlike in the traditional method, where it could be harder to control the classroom. It also blocks and limits the pupils work and achievements. The use of multimedia helps the teacher keep the pupils engaged and enthusiastic about the lesson. It always keeps them busy with the lesson and eager to participate in the interactive multimedia activities. It also allows them to collaborate and work with their peers. In comparison to the traditional method, where pupils are less engaged and motivated. The teacher would face serious difficulties keeping them focused and motivated. The use of multimedia helped the pupils understand and memorize the vocabulary items effectively. Pupils were able to use the words they learned shamelessly and correctly in the classroom. The EG had observably greater vocabulary knowledge than the CG, but even so, some pupils of the CG performed just as well as those in the EG. In addition, it helped the teacher deliver information properly, without wasting time or effort, in an organized and effective way. As a result of the classroom observation, we conclude that using multimedia in teaching English vocabulary to primary school pupils may have a positive effect.

3.3.4. General Discussion

The study carried out in BBA at Gasmi Elsaleh Primary School confirmed that pupils who were taught using multimedia showed better results than those who were taught using a traditional method. The observation showed that the participants in the EG were always interacted, were motivated, and were excited to learn more than the CG participants. Not only that, but the EG pupils were able to use what they learned correctly and shamelessly, something that was not observed a lot in the CG.

3.4. Limitations and Pedagogical Implications of the Study:

3.4.1. Limitations of the Study:

Throughout our study, we experienced a variety of different obstacles that we had to overcome. One of the most significant challenges we faced was the lack of materials. Since we were working in a primary school with over 300 pupils, it must have been incredibly difficult

to teach without basic tools like a data show, extension cord, or even electricity. This was a major constraint that we had to work around in order to continue with our study.

Another major constraint we encountered was the lack of time. With only 45 minutes for each session, it can be challenging to cover all the material we need to teach. Sometimes, we had to carry on the lesson into the next session because there simply wasn't enough time. This must have been frustrating, but we were able to persevere and continue with our study despite these time constraints.

Finally, a true experimental design would have been much more informative and effective in getting reliable results. It should be mentioned that one should be very cautious about generalizing the results obtained in this study, especially that the design followed (post-test only control group design) is known for its weakness compared to true or quasi experimental designs.

3.4.2. Pedagogical Implications

Despite the limitations mentioned above, the results obtained in this study are of significant importance, and a set of pedagogical implications and further suggestions are suggested:

Before implementing the different types of multimedia,

- teachers are advised to take courses on the different types of multimedia and how and when to use each type of multimedia.
- the ministry of education should provide materials that help teachers use multimedia, such as computers, data shows, amplifiers, etc.
- pupils should be serious when teachers use multimedia.

Conclusion

This chapter presented the results of the experiment and observation, including the results of the test on CS's acquisition of vocabularies that the two groups received. The EG and the CG obtained different mean scores in the post-test (the EG obtained $M = 16,9653$ and the CG obtained $M = 13,8929$). Based on the results of inferential statistics, the post-test mean score of the EG was statistically significantly higher than that of the CG, which suggests an effect of the treatment the EC received on their performance. Accordingly, the results support the hypothesis that multimedia is effective in teaching English to young pupils because it motivates them to learn and to acquire knowledge better than the traditional method, which is what the experiment and the classroom observation demonstrated.

General Conclusion

Finding innovative teaching methods is an active effort. Researchers are always directing searches to find and implement new techniques that benefit teachers to enhance their profession. When choosing the most successful technique for their students' learning process, teachers play a crucial role.

In this work, we identified one of the recent methods of teaching that teachers can apply to bring positive changes into the learning process. This study is about the effectiveness of using multimedia as a tool for teaching English vocabulary to primary school pupils. Three chapters make up this study.

The first chapter was devoted to the theoretical background of multimedia. It contains major definitions and various studies about the subject. The second and third chapters are mainly devoted to the practical part of this study. We opted for two tools in order to gather both quantitative and qualitative data. A post-test-only control group design was followed, and quantitative data were collected. In addition, qualitative data was collected as well through unstructured classroom observation. Both tools had the same settings and participants, which are the 3rd year primary school pupils of Gasmi Elsaleh primary school.

The results obtained from both the experiment and the observation validated our hypothesis and suggest that using multimedia to teach English vocabulary is effective. It also helped keeping the pupils engaged, motivated, and always excited to learn.

To conclude, multimedia is an effective way of teaching. The teaching-learning process becomes more flexible and easy when using multimedia. It also helps in keeping the pupils engaged, and allows for controlling and managing the classroom.

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Appendices

Appendix A: the treatment.

Appendix B: the post-test.

Appendix A

Session 02: birthday party objects.

Fork



Spoon



Knife



Glass



Plate



Juice



Cake



Presents



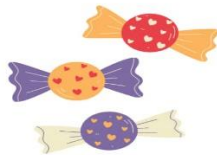
Balloons



Candles



Sweets

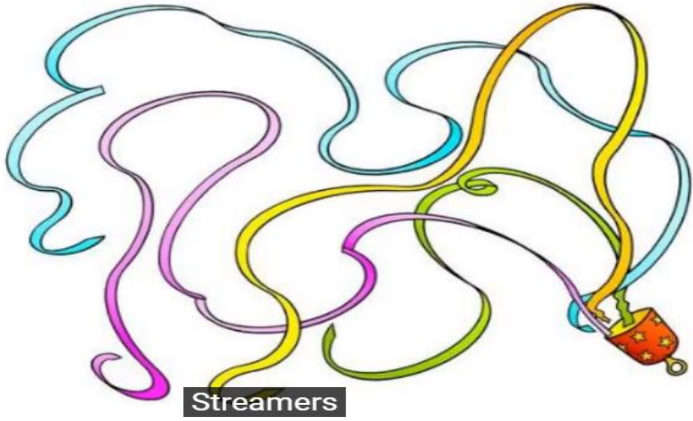




Kids Vocabulary- Birthday Party Items- Things at the Birthday Party

LEARNING IS FUN Learning is fun 4.18K subscribers Subscribed 36 Share

Streamers



Birthday vocabulary

Kids Vocabulary- Birthday Party Items- Things at the Birthday Party

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Present



Present

Birthday
vocabulary

Kids Vocabulary- Birthday Party Items- Things at the Birthday Party



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Share



Party hats



Party hats

Birthday
vocabulary

Kids Vocabulary- Birthday Party Items- Things at the Birthday Party



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Share



Party



Party

Birthday vocabulary

Kids Vocabulary- Birthday Party Items- Things at the Birthday Party



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Share



Balloons



Balloons

Birthday vocabulary

Kids Vocabulary- Birthday Party Items- Things at the Birthday Party



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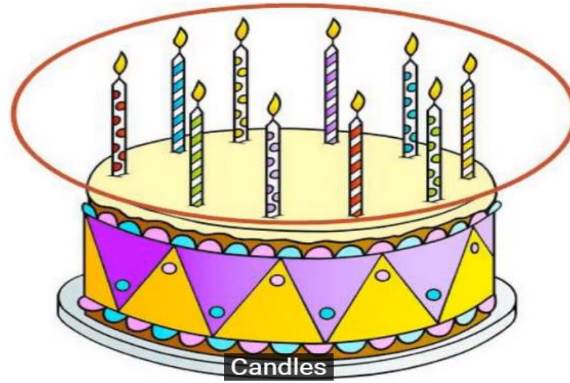
36



Share



Candles



Birthday
vocabulary

Kids Vocabulary- Birthday Party Items- Things at the Birthday Party



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36



Share



Make a wish



Birthday
vocabulary

Kids Vocabulary- Birthday Party Items- Things at the Birthday Party



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36



Share



Session 3: expressing offers/replying to thanks.



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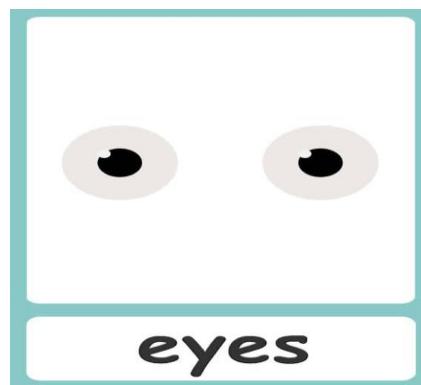
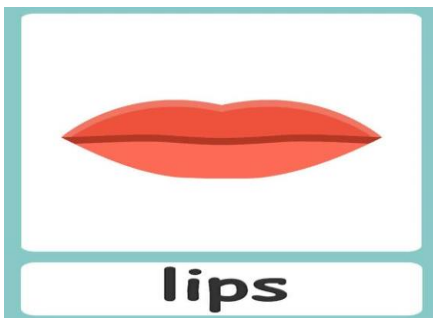
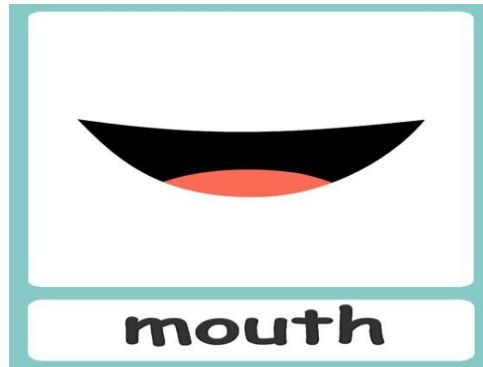
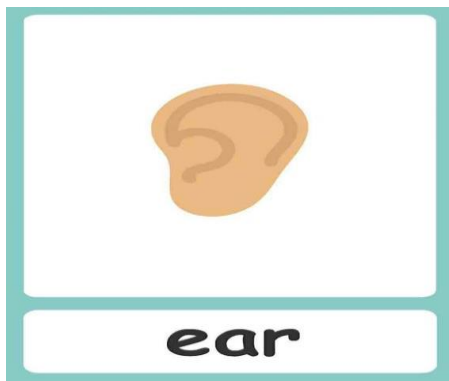
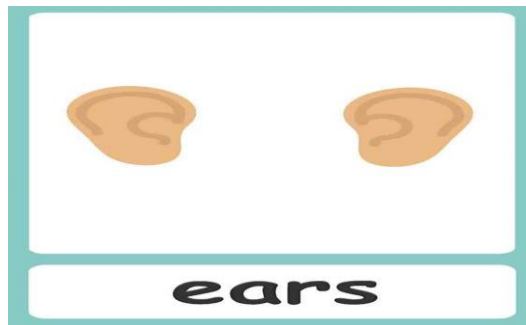
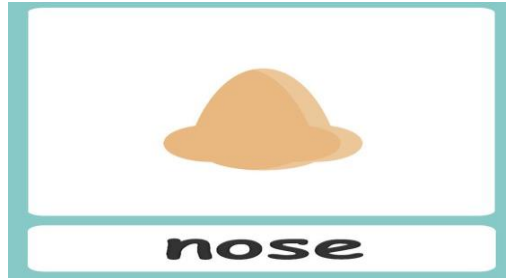


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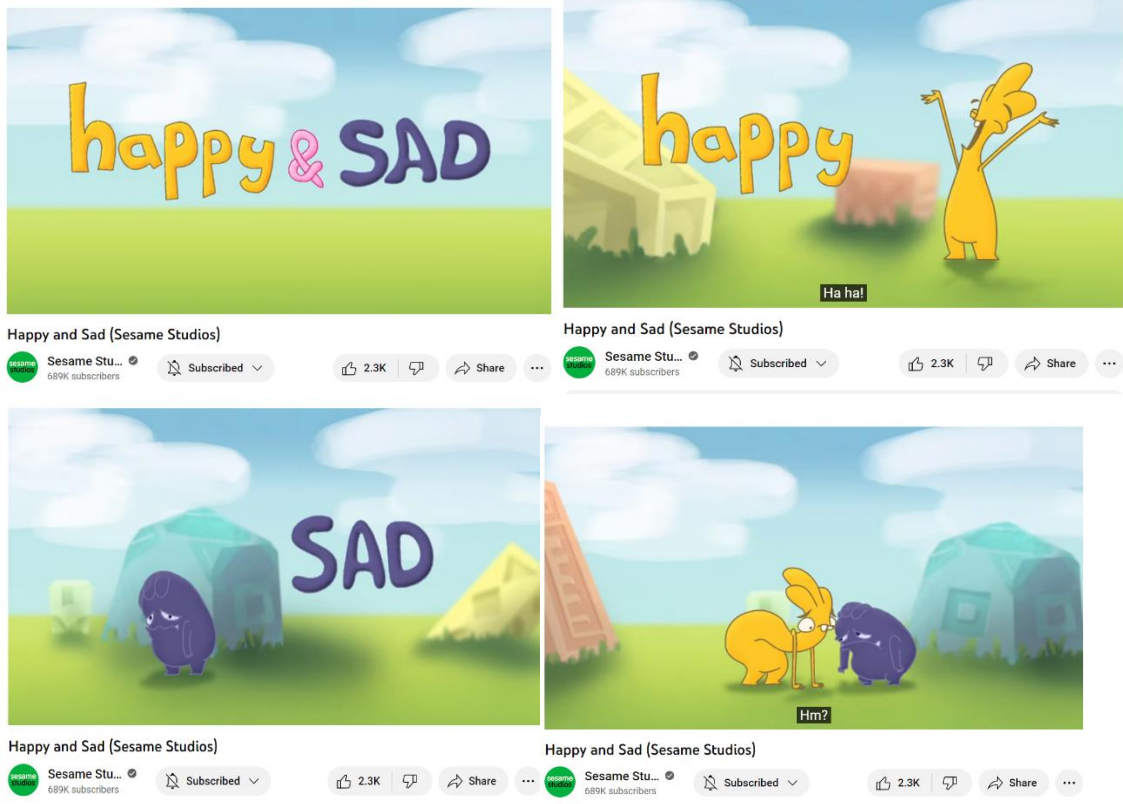
Appendix A

Session 04: My face parts.



Appendix A

Session 5: expressing emotions (happy and sad)



Appendix B

The post-test

Name:

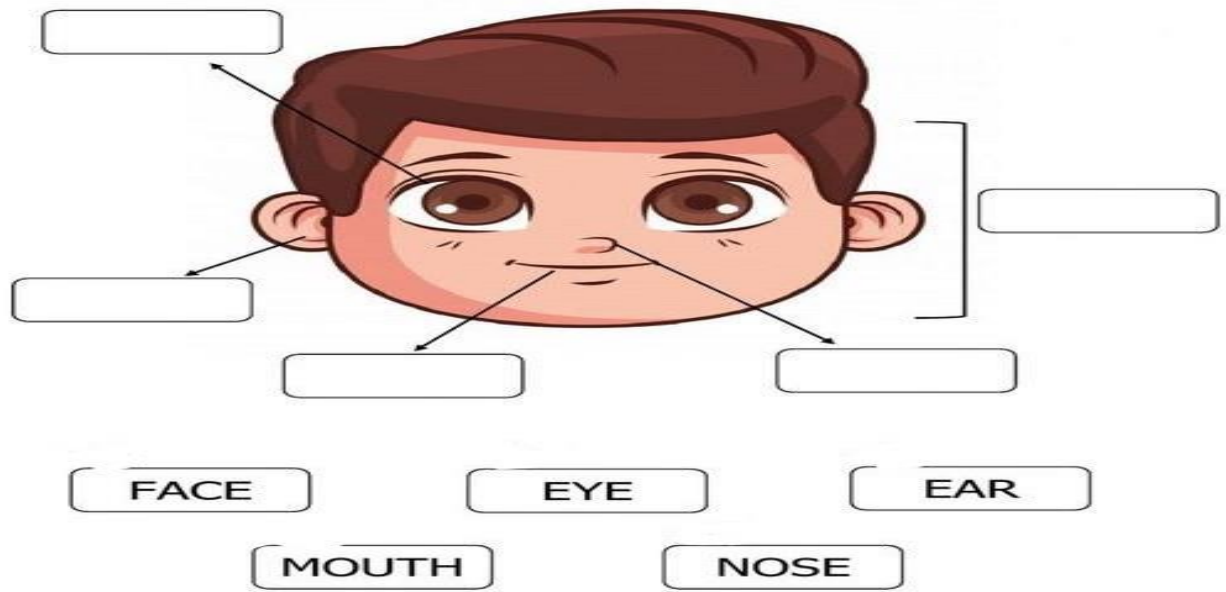
class:

Task 01: put the right number in the right box. (6pts)

- | | |
|--------------|------------|
| 1. balloons | 2. card |
| 3. cake | 4. candles |
| 5. hat | 6. present |
| 7. ice-cream | 8. friends |



Task 02: fill in the gaps with the right word. (5pts)



Task 3: Read and match. (5pts)

- Glass
- Fork
- Spoon
- Plate
- Knife



Task 04: How does it feel like? (4pts)



الملخص

يعد تعلم كلمات جديدة جزءًا مهمًا من تعلم لغة أجنبية، ولكن في بعض الأحيان قد يكون مملًا للأطفال. لهذا السبب ينبغي على معلمي اللغة الانجليزية إتباع استراتيجيات عملية للحفاظ على اهتمام الطلاب وحماسهم للغة. تتمثل إحدى هذه التقنيات في تعليم المفردات بشكل أكثر كفاءة عبر استعمال الوسائط المتعددة، لذلك فإن الهدف من الدراسة البحثية الحالية هو إظهار تأثير استخدام الوسائط المتعددة في اللغة الإنجليزية كلغة أجنبية و تقييم إمكاناتهم لتحسين تعلم المفردات لطلاب اللغة الإنجليزية كلغة أجنبية ، حيث تم إجراء البحث في المدرسة الابتدائية قاسمي الصالح بالعناصر، عينة تكونت من 71 طالبا كانوا بين سن السابعة و الثامنة ،تعاملت هذه الدراسة مع طلاب السنة الثالثة ابتدائي من متعلمي اللغة الانجليزية كلغة أجنبية و كلهم من المتحدثين الغير أصليين .تم تقسيم المشاركين إلى مجموعتين ،مجموعة التحكم و مجموعة تجريبية ،تتكون مجموعة التحكم من 36 متعلما أما مجموعة التجريب فتتكون من 37 متعلماً. تلقت المجموعة التجريبية تعليمات من خلال الوسائط التعليمية، تم تقديم التعليمات لمجموعة التحكم من ناحية أخرى من خلال الطريقة التقليدية المعتادة وتم منح اختبار ما بعد التدريس. استند التحقيق إلى تصميم شبه تجريبي. تم تحليل البيانات من أجل معرفة ما إذا كانت النتائج إيجابية أو سلبية فيما يتعلق بتأثير التقنية التعليمية على تطوير المتعلمين. النتائج اقترحت أن استخدام الوسائط المتعددة التعليمية هو تقنية مفيدة لتعزيز مفردات الطلاب.