

The importance of multimedia in teaching speaking to primary school students

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Introduction

With the rise of technology and the growing internet usage, children learning languages is slowly changing. The traditional audio-lingual teaching methods of foreign language teaching using textbooks and drills is a phenomenon of the past. Interactive apps, voice recognition games, animated stories, as well as virtual exchanges, now teach young learners to speak in new ways. For primary education students, vocabulary lessons include dynamic resources that immerse learners in languages. During thoughtfully crafted multimedia sessions, children’s self-expression is developed so that they internalize conversational speech, pronunciation, intonation, and even more. As a result, learners become more captivated and instruction becomes more effective while children acquire language more authentically as they do with first languages. The aim of this paper is to analyze the impact of multimedia in speaking skills development.

It draws attention:

- To the way stress free speaking practice is fostered with use of digital tools
- The rationale for the use of more than one teaching method in language education
- Guidelines for the application of the new technologies in lessons
- Some case studies from practical work

Examining the fusion of technology and language teaching, it will become clear why multimedia goes beyond just an improvement.

When the words "multi" and "media" are combined, they form the term "multimedia." The word "multi" means "many." Multimedia is a type of tool that facilitates the easy transmission of information from one place to another. It is a presentation that incorporates text, images, audio, and video, providing users with the ability to navigate, interact, create, and communicate through links and tools enabled by computers. Multimedia is an integrated method of digitally representing, storing, transmitting, and processing all forms of information—such as text, drawings, static and moving images (video), graphics, audio, and animation—with the assistance of computers. To explain multimedia simply, it is a digital presentation consisting of text, images, graphics, audio, and video, allowing users to access information more effectively and efficiently. Images and sound are used to convey information. For example, if you watch a video on YouTube, you can only receive this information through multimedia. This means you not only see the video but also the images. Additionally, you can listen to the audio, read the story, and access other data. This is an example of multimedia.

According to Harry Samuels, the 21st century is an era of globalization and information technology. The latest advancements in social media and information technologies are leading language teaching in new directions. Learning a language is important because English is one of the most significant languages in the world. Therefore, teaching English is one of the most crucial subjects globally. In fact, for many languages, the number of non-native speakers exceeds that of native speakers. Moreover, in English language teaching today, various contexts exist such as the learner's age, nationality, and educational background which are key characteristics of modern English language instruction.

The integration of modern education and technology has given rise to contemporary educational technology, which is defined by greater information accessibility and strong intuitiveness. The development of modern educational technologies not only enhances teaching methods and resources but also encourages the growth of educational models and critical thinking. As global educational initiatives rapidly evolve, more people are recognizing the importance of multimedia in teaching, making it an integral part of modern education. Multimedia is widely used in schools, colleges, and universities, thereby becoming embedded in classroom instruction. Multimedia-based teaching is gaining popularity in educational institutions, and research shows that it is an effective teaching method.

We can assert that multimedia-based teaching must evolve further due to current educational technologies.

Japanese researcher Xinnan Ye points out that primary school students are young, and their cognitive and other faculties are not yet fully developed. Their classroom activities are typically lively and engaging, but their attention spans are short. If teachers rely solely on traditional teaching methods and deliver excessive theoretical knowledge, it not only bores students and makes lessons feel dull but also creates learning difficulties. However, modern multimedia teaching strategies effectively align with the academic needs and personality traits of primary school students. Through visual, auditory, and interactive elements, multimedia teaching makes lessons dynamic and engaging, enhancing the learning process. This approach can spark students' interest and inspire them to participate more actively in class.

Research indicates that teachers use multimedia images, imagination, and language to create a comfortable learning environment for primary school students, fostering their creative thinking through interactive engagement. Learning in such an environment significantly improves students' academic performance. According to this teaching method, multimedia presentations, cheerful music, a positive learning atmosphere, and an enjoyable mood effectively enhance young students' cognitive abilities. Multimedia-based teaching typically allows students to learn at their own pace and according to their interests, promoting independent thinking and creative learning. Students can select learning materials based on their interests, explore specific problems, and generate new ideas and perspectives.

Overview of the role of multimedia tools in modern education

Multimedia applications, such as Greenfoot, VAE, and e-Tajweed, enhance the teaching of subjects by making abstract concepts more concrete through visualization and interaction techniques. These applications engage primary school students by allowing them to visualize concepts using animations, games, and simulations, leading to improved understanding and performance in assessments. The positive outcomes from studies indicate that multimedia educational tools can significantly enhance students' learning experiences compared to traditional teaching methods. (Norlis Osman, Ratna Zuarni Ramli, J. M. Taib) Using multimedia-based teaching materials enhances the speaking learning process by

increasing students' interest and motivation. It tools help reduce students' shyness, making them more willing to participate in speaking activities.

The use of multimedia promotes student-centered learning, which is beneficial for developing speaking skills in elementary school students. (Sofyan & Tarigan, 2019)

In their research, the importance of speaking for elementary school students and the sophisticated facilities provided through the use of multimedia. This study used a descriptive method taking the private elementary school (SD Swasta Masehi) in Kabanjahe of Karo Regency as the research location. This school was chosen because it was the elementary school that continued including English as one of the local contents in its curriculum. The participants were the fifth-year elementary school students of SD Swasta Masehi who were taught speaking English by using multimedia-based materials. Three videos downloaded from YouTube channel were designed as the materials presented to the students. The data were collected using observations and interviews. The data were analyzed qualitatively to describe the advantages of using multimedia-based materials in teaching speaking. This finding supports the result of the research done by Suryani and Rosa (2014) who argue that students' interest and enthusiasm is very important in building the early speaking ability of young learners. Besides, Muna (2011) also argues that the use of video as the teaching media increases the students' interest in speaking because it changes the monotonous classroom atmosphere into an interactive one. Their findings strongly suggest the important role of students' interest and enthusiasm in building their speaking skill. The next advantage is increasing the students' motivation. The students seem impatient to wait for their turn to answer the questions provided in the videos. As mentioned earlier, all of the students have the same opportunity to speak based on the order of the questions provided in the videos. None of them keeps silent when the questions are addressed to them. Such motivation is also visible during pair work. All of them participate actively asking and answering the questions. Several studies have proved that motivation is the key success of learning English (e.g. Juhana, 2012; Kurniawan & Rosa, 2013; Namaghi et al., 2015; Sofyan et al. 2018). The last advantage is promoting student-centered learning. By using these multimedia-based learning materials, the teacher acts as the facilitator as well as the motivator, not the center of learning. The teacher facilitates the learning media and motivates the students to reduce any psychological factors that might hinder them

from being the courage to perform their English orally. Meanwhile, all of the learning activities are central to the students as they watch a video, imitating the speakers' expressions, and practicing the conversations in pairs. This is corresponding to the nature of teaching speaking, i.e. to make the students active in speaking.

Another research is “Video as Educational Multimedia to Teach English Speaking” by Novia Fajar Masyitoh, Noor Malihah, Faizal Risdianto and Agung Guritno aimed develop an educational multimedia in the form of video as one of media to teach speaking. In conducting the research, the writers firstly doing observation while collecting some crucial information such as; situation in the classroom during teaching and learning English, students' background and competence in English, teacher's teaching style and the curriculum. Secondly, the writers analyze and explore the students' need in learning the language itself. This phase is done by interviewing the teacher, interviewing language experts, and also interviewing the students. Based on two previous steps, the writers then finally decide to make English educational video to ease the students in learning. The result of this research is the educational multimedia in the form of a video called Nginggris Narsis as mentioned earlier. As the step of research and development design, this video has been revised in three phases. This first revised product has three parts with three different titles: (i) My New Teacher, (ii) What does your mother do? and (iii) Public Places. Based on the review and comments of all people included in the research, the second revised product has four parts: (i) Names of the day, (ii) Describing someone, (iii) Who am I? (iv) I am not feeling well. In conclusion, the use of the videos in learning English for the students is worth trying. The videos offer enjoyment to the students. The students feel it is easier to learn the language using videos. The teacher also says that videos are very interesting and more effective to be used as the media in learning than other media.

Studies consistently highlight how interactive digital resources can transform language learning experiences for young students. Research by Liu and Chen (2020) revealed that incorporating animated content and language learning games resulted in 45% greater student involvement compared to conventional teaching techniques. This surge in engagement stems from the inherently playful nature of digital tools, which resonates with children's developmental stages. Complementary findings by Hwang et al. (2019) demonstrated that narrative-based applications helped reserved

learners gain confidence by providing a comfortable space for oral practice without immediate social pressure. When it comes to enhancing speech accuracy, a comprehensive analysis by Kaur and Aziz (2021) examined twenty studies focusing on pronunciation software, revealing significant improvements in students' articulation skills. The instantaneous feedback mechanism in these programs allowed for continual self-correction, leading to measurable progress. Parallel research in Middle Eastern classrooms (Al-Mahrooqi & Denman, 2020) found that video-based imitation exercises helped learners master speech patterns more effectively than traditional audio drills, with noticeable improvements in intonation and rhythm.

Incorporating interactive multimedia into classroom activities fundamentally transforms how students engage with speaking tasks, fostering greater enthusiasm and participation. This approach leverages cutting-edge technologies that blend virtual and real-world interactions, creating immersive environments where students feel more motivated to express themselves. By providing dynamic, visually stimulating content and immediate feedback, multimedia tools help reduce anxiety associated with speaking and encourage risk-taking in oral communication. Moreover, the integration of such technologies aligns with contemporary learning preferences shaped by Generation Z's seamless online and offline identities, making educational experiences more relatable and engaging (Park S p. 4209-4251). Implementing these multimedia tools effectively requires research-informed design principles that address actual classroom complexities and student needs, ensuring that solutions are both practical and theoretically sound (McKenney S). Consequently, interactive multimedia not only enhances student interest in speaking activities but also supports deeper learning by making communication exercises more interactive and contextually meaningful.

Role of multimedia technology in teaching and learning

Technology is evolving and scholars in the areas of Information Technology (IT) and education technology are continuing to study how multimedia technologies can be harnessed for the enhancement of teaching and learning. A software tool can be used to expand teaching and learning in various fields. It is important to provide students with practical experience in most fields of learning. The importance of multimedia technologies and applications in education as a teaching or learning tool

cannot be over emphasized. This has been confirmed in several studies that have investigated the impact of multimedia technology to the education system. Milovanovi (2013) demonstrated the importance of using multimedia tools in Mathematics classes and found that the multimedia tool greatly enhances students' learning. Several works exist that show that multimedia enhances students' learning.¹

Digital play is an important component in the field of education (Lawrence, 2018). Where digital play has benefits for children, such as awakening working memory and planning skills. This is needed in the field of education, which will train the child's monotone to train language development. In addition, digital play is very interesting and interactive which is one of the added points of making digital play a learning medium (Gleason & Von Gillern, 2018). In language development, of course, it is necessary to choose good digital play that are used to educate children about language development. Language development can be taught through digital play, because it uses audio and visual which teaches children to learn language through audio from an early age. In training language development, it must be instilled from an early age to make it easier for children to memorize the language. In addition, it is expected to improve the quality of the next generation of the nation (Isikoglu Erdogan, Johnson, Dong, & Qiu, 2019).

Research on the use of digital games for learning media has been discussed by several researchers such as Li & Chu (2021) who have conducted research related to children's involvement in digital games as a medium for learning to read with the effects of time, rewards, and challenges. In addition, research has also been carried out by Acquah & Katz (2020) with the topic discussed is digital games for language development in the second stage.

Lindberg, Laine, & Haaranen (2019) has also conducted research on digital games in early grades on the problem of integrating technology and pedagogy in early childhood curricula. In Swedish, Magnusson (Magnusson, 2021) has conducted research on digital games used for literacy development of children in Swedish preschools. The results of these studies show that the interest of researchers is very high in digital games, however, once research related to the use of digital play for language development in lower grade.

¹ <https://www.sciencedirect.com/science/article/pii/S2405844020321551>

The primary goal of this research is to learn more about how teachers understand early childhood language development and teaching in early grades with digital game learning media. In addition, the purpose of this study is as a special reference to help early grade students learn the language. Here are some of the questions that were asked to help in this process: How can elementary school educators learn from and use digital play practices into their instruction of language to the earliest students? It is described as any sort of education that is assisted by technology, or that utilizes successful technology-based teaching methods (Ahmadi & Reza, 2018). These authors also suggest that social media websites like Facebook and Twitter, multimedia and productivity software like Microsoft Office, and even online games like Flash and QuickTime all fall under the umbrella of digital technologies. A physical, social, and cultural environment is offered to children in the Digital Age where they may learn and engage digitally (Chambers & Sandford, 2018). Rather than just receiving information, teachers should take into account the fact that children learn best when they are actively engaged in the learning process. The foundations of integrated learning, which is based on games, are embedded into the autonomous learning curriculum for language instruction (Onishchuk et al., 2020). It's critical to know how to gain the necessary abilities and how these language skills help learners form effective connections with peers and older people since language development is a complicated problem made up of many components, including context. The pedagogical technique has a basic challenge when it comes to incorporating language courses into classes based on games (Akour, Alsghaier, & Aldiabat, 2020).

When considering early grades, this researcher believes that play pedagogy is especially important. As such, she proposes that instructors consider using digital games as a way to help early grades student learn languages. This research provides teacher insight into language development for early grade students. With research, teachers can find out and understand the development and teaching of early childhood language in the early grades with digital game learning media. Teacher competence on language development can be increased with digital games.²

Children aged 5–8 at a 2-day session in Hong Kong utilized film-language to tell tales about their toy-playing stories and make a 1-minute movie (Van der

² <https://files.eric.ed.gov/fulltext/EJ1386834.pdf>

Westhuizen & Hannaway, 2021). This illustrates that digital tools may be used to include digital technology into early childhood education curricula. Digital games, such as MIT Media Lab professor Mitch Resnick’s ‘ScratchJr,’ which was released in July 2014, have been shown to greatly increase children’s ability to sequence pictures in tales (Zanchi & Zampini, 2021).

In Malika Mutalliyeva’s research, effective language instruction requires distinct approaches for young learners compared to adults, particularly in primary school settings where maintaining student engagement is essential. Skilled educators must employ dynamic teaching strategies to motivate and actively involve their students. To develop speaking skills effectively, teachers should incorporate interactive activities and stimulating exercises, as young learners often face unique challenges when acquiring English speaking proficiency. This article explores practical and engaging methods for teaching speaking skills in primary education. Modern English teachers need to update their teaching methods because traditional approaches no longer meet today’s standards. English teaching has changed significantly in recent years. While teachers in the past mainly used textbooks, dictionaries and regular homework, today’s classrooms require more interactive and engaging techniques.

Research involving students across various grade levels has examined effective approaches for developing speaking skills in language classes (Arifin, 2018; Bashir, Azeem & Dogar, 2011; Duran, Aktay & Kuru, 2021; Suban, 2021). Since children learn languages differently, educators should employ diverse teaching methods tailored to individual needs (Duran et al., 2021). Primary school teachers particularly need to incorporate multiple instructional strategies to maintain student motivation and enhance lesson quality.

Cameron (2001) highlights that interactive activities like songs, chants, role-playing, and drama effectively promote speaking skills. These methods expose learners to authentic language use and practical contexts, making lessons more engaging and meaningful. Teachers must recognize that young learners often acquire a foreign language while still developing their first language. Key language acquisition processes include:

- Exposure to real-life communication (e.g., listening to parents, teachers, or peers)

- Social interaction
- Memorization
- Repetition

Developing speaking skills in young learners presents both a significant challenge and a crucial responsibility for language educators. By recognizing children's unique linguistic needs and creating opportunities for meaningful communication, teachers can foster effective language acquisition.

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