

## SỬ DỤNG CÔNG CỤ HỖ TRỢ NGHE NHÌN ĐA PHƯƠNG TIỆN TRONG DẠY TIẾNG ANH: KINH NGHIỆM TẠI MỘT TRƯỜNG TRUNG HỌC CƠ SỞ Ở VIỆT NAM

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Bài viết này trình bày kết quả một nghiên cứu khảo sát quan điểm của học sinh và giáo viên về việc sử dụng các công cụ hỗ trợ nghe nhìn đa phương tiện (MVAs) trong lớp học tiếng Anh. Nghiên cứu dựa trên khung lý thuyết của Stake (1995), Merriam (1998), Yin (2003) về dạng thức nghiên cứu tình huống và sử dụng phương pháp kết hợp giải thích nhằm thu thập và phân tích dữ liệu từ 40 học sinh lớp sáu và 20 giáo viên tiếng Anh tại một trường trung học cơ sở ở Hà Nội, Việt Nam. Kết quả nghiên cứu cho thấy giữa giáo viên và học sinh có quan điểm khác nhau về tần suất sử dụng MVAs trong các giờ học tiếng Anh. Tuy nhiên, cả giáo viên và học sinh đều cho rằng các công cụ này giúp tăng cường khả năng tập trung, sự tham gia vào các hoạt động và kết quả học tiếng Anh của học sinh. Giáo viên cũng đánh giá cao tính hiệu quả của MVAs trong việc giúp họ chuẩn bị bài học, quản lý thời gian trên lớp, sự tự tin và động cơ giảng dạy. Tuy nhiên, một số giáo viên, chủ yếu là những người lớn tuổi, có quan ngại về việc lạm dụng MVAs trong giảng dạy. Nghiên cứu đưa ra khuyến nghị rằng MVAs nên được sử dụng thường xuyên hơn nhưng một cách phù hợp và giáo viên cần được tập huấn đầy đủ để nâng cao hiệu quả dạy tiếng Anh.

**Từ khóa:** Công cụ hỗ trợ nghe nhìn đa phương tiện (MVA), hiệu quả, tiếng Anh, Việt Nam.

*This research examined the perceptions of students and teachers towards the integration of multimedia visual aids (MVAs) in the English language classroom. It was based on Stake (1995) and Yin (2003)'s theoretical frameworks of case study research. A mixed-methods sequential explanatory design was used with the participation of 40 grade six students and 20 English teachers at a middle school in Hanoi, Vietnam. The study results showed discrepancies between the students' and teachers' perceived frequency of using MVAs in English lessons. However, both the teachers and students acknowledged the effects of these facilities in boosting their concentration, participation, and English language acquisition. The teachers also valued the effectiveness of MVAs in their preparation for lessons, time management, confidence, and teaching enthusiasm. However, some teachers, mostly older ones, voiced their reservations about the overuse of MVAs in lessons. The study results suggested that MVAs should be used more frequently but adequately, and teachers should be provided with sufficient related training to reap the most significant benefit of the teaching-learning process.*

**Key words:** MVA, effects, English, Vietnam.

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## **THE USE OF MULTIMEDIA VISUAL AIDS IN ENGLISH LANGUAGE EDUCATION: EXPERIENCE AT A VIETNAM'S MIDDLE SCHOOL**

### **Introduction**

Nowadays, the communicative teaching approach is seemingly a dominant choice of teachers to reach the fullest potential of language acquisition. This method is based on real-life situations with the great assistance of visual materials like television and video. Visual aids, when integrated into the lesson plans through media, may attract students' attention to the topic presented in class, enhance and facilitate comprehension of grammar and other language skills, and increase students' motivation and academic results. Apart from being an excellent tool to improve language acquisition, multimedia visuals in language classrooms provide a more meaningful context to the students (Brinton, 2001). These factors make students more participative and communicative members of their class group.

As the demand for English and the number of English language learners are increasing, English teaching methods are evolving faster, and technology like multimedia visual aids in English language education has grown considerably (Kumar et al., 2021). Besides, as the present era is globalization and information technology, "Much more recent developments in social media and information technology are taking foreign-language education in new directions," argued Samuels (2013, p. 19). Therefore, language instructors are

expected to adapt and align their teaching practices with the most effective resources available (Yu & Zadorozhnyy, 2022).

It is especially true nowadays when the severe influences of the Covid-19 pandemic worldwide lead to the closure of educational institutions for a long period. The growing demand for online classes requires the employment of appropriate language instruction mediums to gain students' concentration and participation in these classes. It is considered that the integration of multimedia visual aids in the English language classroom is an excellent solution to the problem.

Many research studies have shown the effectiveness of multimedia visuals in English language classrooms through teachers' or students' perceptions. However, there is scarce research investigating the similarities and differences among their perceptions towards their implementation in English language classrooms, particularly studies in the language education field in Vietnam. This study attempts to fill the gap by comparing both instructors' and learners' perceptions of integrating multimedia visuals in English language classrooms and inquiring to what extent these tools enhance students' language abilities.

This research seeks to address the following questions:

1. What is the current use of multimedia visual aids in a middle school in Hanoi, Vietnam?

2. To what extent does using MVAs support students and teachers in their English language learning and teaching?

### **Literature review**

#### ***Visual aids and multimedia visual aids definitions***

The presence of visual factors in today's teaching and learning context is increasing as the integration of images and visual presentations with text in textbooks, instructional manuals, classroom presentations, and computer interfaces broadens. Therefore, there has been a variety of definitions of visual materials in education that should be considered in language teaching. For example, according to Gairn and Redman (1986), visual aids included flashcards, photographs, blackboards, drawings, wall charts, and objects..

Notably, 'multimedia visual aids' refers to several kinds of visuals used by technologies such as computers, projectors, or interactive whiteboards. In this study, the researchers reviewed the use of pictures, graphics, and visual organizers in PowerPoint, Prezi presentations, digital videos, and YouTube in the English language classroom.

"PowerPoint Presentation is a type of presentation software that allows users to show colored text and images with simple

animation and sound. It helps to create audio, visual, and audiovisual effects in the classrooms while teaching and can be highly effective in attracting and sustaining students' attention," defined Kheira and Zamzam (2020, p. 4).

Meanwhile, Prezi was one of these web-based sites in presentation applications. It was a tool for listing lectures and stories that used one slide instead of multiple traditional slides that grouped an infinite number of texts, images, and videos in various frames. This slide allowed users to create non-sequential presentations, allowing the future to zoom in and out through the Map Layout and define the paths that link different frames and shapes, thus determining a particular order of displayed information and multimedia. As a result, the Prezi program was defined as a presentation that shows information on an optical map, in which text, video and graphics can be rendered dynamically to zoom in and out within content (Laufer et al., 2011).

YouTube was known as a free-charge video-sharing website that gives users a chance to upload videos on its platform. Plus, it enabled users to have direct access to different types of available content like education, news, and entertainment (Warf, 2018). "YouTube has gained 2 billion users and has uploaded 1 billion hours of video that has been watched each day. Videos on YouTube have also been localized to 100 countries and are accessible in 80 languages. Statistics showed the number of

people using social media platforms from 2004 to 2018 that YouTube occupied the second most popular social media platform.” (Dabamona & Yunus, 2022).

### ***Visual aids and multimedia visual aids in second language acquisition***

A number of studies have been conducted on the importance of multimedia visual aids and their effectiveness in achievement and other aspects of education, including language teaching and learning.

Most language teachers seem to agree that visual aids can be a helpful tool in the language classroom. These materials help teachers bring the real world into the classroom, hence, the language teaching-learning process becomes more meaningful and exciting (Brinton, 2001). Also, Mannan (2005) pointed out that they “support the teacher to clarify, establish, correlate and coordinate accurate concepts, interpretations and appreciations, and enable him to make learning more concrete, effective, interesting, inspirational, meaningful and vivid.” (p. 108)

Regarding students’ perspectives, the results of a study by Wazeema and Kareema (2017) revealed that multimedia audiovisual aids made the students active in class, maintained a high level of interest in language learning and encouraged their participation, concentration and enrolment, compared to traditional teaching models. Using multimedia audiovisual aids in the language learning classroom is essential to

increase students’ interest, knowledge, and proficiency in the English language. These advantages were echoed by Kumar et al. (2021), who emphasized that multimedia technology, particularly in non-native language contexts, plays an essential role in English language education by ensuring effective language teaching and enhancing learners’ linguistic abilities. On the same page of argument, the results of a comprehensive review on the effects of media on foreign language vocabulary acquisition by Nguyen (2021) indicated significant positive impacts of different types of media, like songs, game-based applications, and flash stories on learning vocabulary.

### ***Digital videos and YouTube***

Among various multimedia visual aids, video is considered one of the most popular and influential media that help achieve successful language teaching and learning. According to Stoller (1993), “videos, like other theme-based materials, are effective springboards for other content-based classroom activities. They provide background information and proper stimuli for subsequent reading, writing, speaking and listening activities” (p. 3). Similarly, a review by Pham (2021) on using different types of multimedia tools like video, captioned movies, computers, greatly enhanced students’ listening comprehension at school and university levels.

Mathew and Alidmat (2013) emphasized that using audiovisuals like a

video as a teaching method stimulated thinking and improved the learning environment in the language classroom. Effective audiovisual use substitutes for monotonous learning environments enable students to develop and increase their understanding of the areas of learning. Other researchers (e.g., Maione & Mirenda, 2006) also highlighted the importance of the video as a facilitator of mental processing, thanks to the lifelike images on a TV screen, such as representations of people or objects.

As it is the digital era, current events, news and cultures can be brought to the classroom with a simple click. Teachers navigate directly to a short-focused video clip, and thus the virtue of the video can be fully exploited without losing students' attention, a problem during long-playing presentations (Snelson & Perkins, 2009). Thanks to YouTube's noteworthy features, teachers can collect several related videos in a playlist to illustrate concepts or spark discussions about a topic (Snelson & Perkins, 2009). The possibilities are almost immense; teachers can find real-life trailers or movie scene videos.

To shed light on using YouTube videos and language acquisition, Kabooaha and Elyas (2018) examined the enhancement in vocabulary comprehension and retention of Saudi English as a foreign language among female students at King Abdul Aziz University by integrating YouTube into their reading classes. One hundred intermediate-level female students aged

18-20 were divided into two sections: an experimental group of students watching YouTube in their reading activities and a control group not exposed to the videos. Data were collected using pre-tests and post-tests in addition to questionnaires. The study's findings revealed that the group who viewed the YouTube clips outperformed those not exposed to YouTube videos in the post-test. The results clearly showed that YouTube significantly affected the students' vocabulary acquisition.

Also, Sahayu (2019) investigated the effects of watching YouTube videos on junior high school students second language acquisition. Students' utterances were observed after watching YouTube videos. The analysis showed that YouTube video blogging had positive effects on these students. The students got new English vocabulary from various genres of videos and improved their English sentence structure found in the video to sentence structure with other words.

Moreover, studies have also examined the impact of YouTube on autonomous learning. Wang and Chen (2020) assured that YouTube videos could boost self-regulated language learning by analyzing 20 students' responses in individual interviews. Results showed that the most highlighted use of YouTube was to explore more learning resources, seek the attraction of learning English, and explore cultural knowledge. In addition, after viewing the videos on YouTube, the students were

more likely to share them with their friends. Moreover, learning English on YouTube was considered more flexible, interesting, and interactive than formal classroom learning.

The great benefits of YouTube in learning English as a second language were also indicated through the qualitative investigation of Korean first-year students' experiences and perspectives in a study by Kim and Kim (2021). This study examined how using YouTube contributed to students' linguistic and cultural diversity. Findings revealed that YouTube helped expand students' perspectives on cross-cultural understanding. The educational use of YouTube also leads students to academic achievements and engagement during studying overseas by developing content knowledge and linguistic skills in English.

### ***PowerPoint and Prezi presentations***

From elementary school to the tertiary level, many teachers today enthusiastically embrace PowerPoint presentations as an effective instructional tool that better students' language learning.

Kheira and Zamzam (2020) stressed that PowerPoint presentations could enrich the information presented in a lesson and make the presentation more organized and flexible. The main points could be emphasized by using graphics, animation and sound. PowerPoint could be used for content review also. It could be a highly effective and powerful tool to present the material and make the complex ideas in the

material manageable and straightforward to grasp. It could also help attract and sustain the learners' attention in the class, which was the main requirement for successful learning.

Dewi and Kareviati (2021) studied PowerPoint as the instructional medium in teaching English to young learners at a secondary school in Indonesia. Data from 30 students was collected through observation and interviews and then analyzed using observation sheets. Based on the results of media observations in children's learning process and interviews with teachers, the research suggested that PowerPoint was helpful for teachers to prepare teaching materials and help attract students' interest and attention.

Aziz and Dewi's (2020) study aimed to know to what extent PowerPoint as media can improve students' speaking skills. The researcher used the Pre-experimental method one group Pretest-Posttest design by regulating the pre-test to measure the subordinate variable, test treatment, and regulating the post-test. The result showed that post-test frequency was higher than pre-test frequency by comparing a median of  $12.6 > 12.2$ , which means that PowerPoint can improve students' speaking skills.

Nowadays, thanks to the multimedia technology application in almost fields, including education, the pedagogical possibilities of the Prezi presentation in the context of teaching English to speakers of other languages (TESOL) are offered.

Prezi was used to promote active learning thanks to the strengths of the presentation platform, providing a unique way to establish interest in key topics, direct attention to various subjects, and motivate and engage learners (Kent, 2016). Using Prezi opened classes to active learning and interaction, making lessons understandable, memorable, fun, and valuable for lecturers and teachers. As a result, they could convey their education and presentation of information to a higher and more enjoyable level.

Al-Hammouri (2019) conducted a study investigating the effects of using Prezi on students' performance in French language reading skills. A pre/post-test was constructed to measure students' French language reading skills performance. The study sample comprised 128 students from Al Zaytoonah University, Jordan, and was distributed purposefully and equally into two groups (one experimental and one control group). The experimental group's students were taught the reading skill using Prezi, while the control group's students were taught using the traditional way. The study results showed statistically significant differences between the Prezi and traditional methods.

The above literature review has revealed that using MVAs such as pictures, graphics, digital video, and YouTube positively impacts the teaching and learning of English. However, little is known in Vietnam about the effects of using MVAs in an English lesson, for example, equipment availability, teachers' computer

literacy, and their expertise in selecting and using teaching resources.

## Method

### *Pedagogical setting and participants*

This study was conducted in a public middle school in Ha Dong which is in an urban district in Hanoi, Vietnam. Like in other state middle schools, English was compulsory for students from grade six to grade nine in the four school years. It was covered in eight terms with 720 forty-five-minute periods of General English. In addition, students were expected to master the basic knowledge of grammar, vocabulary, and four English language skills.

The teaching and learning conditions of the school were quite good due to prioritized investment from the school and local authorities. However, the class size ranged from 40 to 55 students per class, which was too large and not ideal for the English language classroom. Therefore, the current study was carried out among 40 students from two classes of grade six and 20 teachers of English.

This study used both random and purposive sampling techniques. On the one hand, the 40 student participants were randomly chosen from 200 students in grade six so that the findings would not be biased due to some factors such as students' level of language proficiency and learning style. In addition, students' perceptions towards the use of MVAs in their English language classroom might be biasedly

affected by their language teacher's pedagogical proficiency or teaching style if all student participants come from just one class. On the other hand, the selection of the same number of female and male students was purposive to ensure no gender bias. Besides, all the 20 English teachers from the school's English Department were invited to participate in the survey and they participated voluntarily. The two kinds of samples were selected because they were directly involved in the use of MVAs in the English language lessons. Therefore, a two-way comparison of students' and teachers' views could be made, so that the research questions could be properly answered.

The student group consisted of 20 females and 20 males, whereas female teachers were three times the number of males. Before surveying the students, the researchers obtained permission from their parents and head teachers. The invitation to teacher participants was sent after consent from the school principal was granted to the researchers. This step was undertaken to show respect to the school administrator and to ask for his permission to use school facilities for data-collecting activities such as distributing questionnaires and conducting interviews. Furthermore, the researchers would be provided with school information necessary for the inquiry thanks to the school head's support. For example, according to the official academic curriculum, the students are supposed to have three 45-minute periods

of English language a week, and the teachers are required to teach 16-17 periods of 45 minutes each week. However, students are encouraged to learn three more extra-curricular classes per week in the school.

### *Design of the study*

In this study, the researchers incorporated a sequential explanatory mixed methods design. This method was characterized by collecting and analyzing quantitative data in the first research phase, followed by qualitative data collection in the second phase that builds on the initial quantitative results (Creswell, 2009). Weight typically was given to the quantitative data, and data mixing occurs when the initial quantitative results inform the secondary qualitative data collection. Thus, two forms of data are separate but connected (Creswell, 2009).

### *Survey questionnaires*

The researchers were inspired by the questionnaire used by Mathew and Alidmat (2013) because there were several similarities in the topic of visual aids application in English language teaching and the design of their studies on using audiovisual aids in language teaching. However, there were some differences between that study and this one in terms of participant numbers, participants' characteristics, their level of English, and the research context. Thus, the researchers adapted their questionnaires to fit the current study. For example, in general, the



question exploring the use of MVAs was adapted for use in EFL teaching and learning. Another was adapted to investigate students' desire to have visual aids during their English language classes with only four sub-items instead of seven in the original questionnaire. Similar adaptations were made for the questionnaire delivered to teachers. Finally, the questions were translated into Vietnamese to avoid misunderstandings.

#### *Semi-structured interviews*

Another data collection instrument was semi-structured interviews with teachers and students. In this study, the researchers extended letters of invitation to many participants, who indicated their willingness to participate in the follow-up interviews after completing the questionnaire. However, only nine responded to the invitation and were interviewed. The interviews took place in a friendly and non-threatening environment. In the data analysis and interpretation process, the researchers ensured that participants' anonymity and confidentiality were well protected by using pseudonyms. The interview questions were based on the results of data analysis from questionnaires. The interviews with student participants were conducted entirely in Vietnamese, but English was used with the teachers.

#### *Data collection and analysis*

The study was carried out in 2 sequential phases to collect both quantitative and qualitative data. In the first

phase, the student questionnaire was administered during the break time of the lessons. The participants were instructed to answer and handed in the questionnaire right after the completion. The teacher questionnaire was distributed to 20 teachers of English separately, and they had one week to complete and hand in the questionnaire to the researchers. They also indicated their willingness to take part in the follow-up interviews. One month after the questionnaire data were collected, the researchers conducted interviews with four students and five teachers. They were inquired individually in Vietnamese (for students) and in English (for teachers) in a classroom after their regular class time. Each interview lasted about ten minutes. The content of the interviews was recorded and noted for later analysis.

As for data analysis, Statistical Package for Social Sciences (SPSS) software, version 20.0, was utilized. The respondents' responses on each item were analyzed by percentage and valid values. More specifically, frequency analysis provided percentage, mean, maximum, minimum, mode values and standard deviation, and an independent sample t-test was performed to determine any statistically significant differences between the two groups of participants. For the semi-structured interview, the researchers followed six steps of the qualitative data analysis process from the specific to the general and involved multiple levels of analysis. In detail, participants' responses

were transcribed, coded, categorized, presented, and interpreted according to the themes that emerged from quantitative results and other new ones. In this research, the researcher invited 12 participants including 6 students (3 males, 3 females), 6 teachers of English among three age groups to make a range of different perspectives of the use of MVAs in the English language session. Responses from student and teacher participants were coded as S1-M, S2-M, S3-M, S4-F, S5-F, S6-F, T1-Y, T2-Y, T3-M, T4-M, T5-O, T6-O (S: students, T: teachers, M: male, F: female, Y: less than 35 years old, M: from 35 to 45 years old; O: more than 45 years old). Then their answers would be put into groups to make comparisons between teachers and students, female and male students, female and male teachers, and among young, middle-aged and old teachers, in terms of their perceptions toward the application of the MVAs into English language classrooms.

The following section presents the results of quantitative and qualitative data analysis.

### Findings

The quantitative and qualitative data were analyzed to answer the first question of the study 'What is the current use of

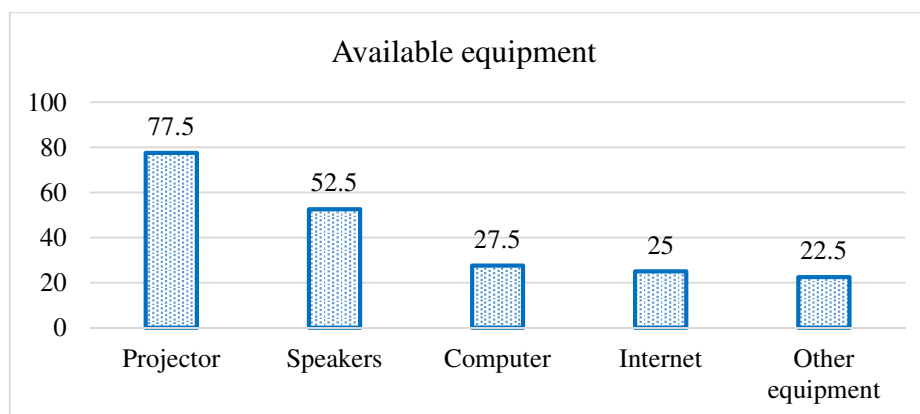
multimedia visual aids in a middle school in Hanoi, Vietnam?'. Below is the presentation for the results of each analysis and the triangulation of these two data sets.

### *Quantitative results*

#### *Reliability analysis*

Before conducting statistical analysis, the researchers measured the reliability of the items in the questionnaire. As for the teachers' questionnaire, the overall Cronbach alpha coefficient was over .64, which was acceptable (Hair, 2014). Due to the limited number of cases, some items had low reliability values (lower than .60). However, the corrected item-total correlation values for these items were high (about .60), suggesting a strong relationship. For the student questionnaire, the Cronbach alpha coefficients were .69, which was also acceptable (Hair, 2014). Most of the individual items in the student questionnaire had lower coefficients than the final alpha value. Therefore, the questionnaires were considered valid and usable for some inferential statistical analyses from all these reliability analyses. The following part presents the answers to the first research question: *What is the current use of multimedia visual aids in a middle school in Hanoi, Vietnam?*

#### *MVA facilities in classrooms*



**Graph 1.** Equipment available in the classroom

Graph 1 shows that projectors and speakers were installed in the classroom, which accounted for 75% and more than 50% of responses, respectively. On the other hand, over three-fourths of students stated that their classrooms had no computers, Internet connections, and other

equipment. The lack of these modern facilities might be the reason for the low frequency of the employment of MVAs among teachers of English in school, as shown in the next part of the article.

#### *Frequency of using MVAs*

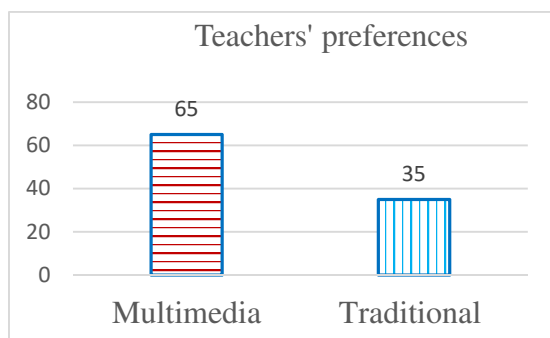
**Table 1.** Frequency of using MVAs

	Never		Sometimes		Usually	
	Student	Teacher	Student	Teacher	Student	Teacher
PowerPoint slides	77.5	15.0	17.5	50.0	5.0	35.0
Prezi presentation	90.0	45.0	5.0	45.0	0.0	10.0
Video	67.5	10	27.5	60.0	5.0	30.0
Picture - flash - graphics	35.0	60.0	57.5	40.0	7.5	0.0
Body language	12.8	5.0	30.8	5.0	56.4	85.0

Table 1 presents the results of analyzing the frequency of using MVAs from the students' and teachers' answers. There are a few interesting findings from the analysis. First, there was a discrepancy in their responses, some of which were very large. For example, while over 77% of the

students stated that their teachers never used PowerPoint slides in the English lessons, this figure from the teachers' responses was only 15%. Similarly, regarding the use of Prezi presentation, hile 90% of the students indicated the teachers' 'never use' of this aid, the corresponding

answers from the teachers were only 40%. Other large discrepancies in the responses from the students and teachers were the frequency of using video and body language in the lessons. Secondly, from the types of MVAs perspective, it is shown from the data in Table 1 that, interestingly, body language was used the most often.



**Graph 2.** Teachers' preferences for visual types

Among the true MVAs, from the teachers' perspectives, PowerPoint was

used the most often (35%), followed by video (30%) and Prezi (10%). Finally, it is interesting to find out that teachers as high as 60% of teachers had never used traditional visual aids like pictures, flashcards and graphics in their lessons, and 40% indicated the 'sometimes' frequency. It seems that the use of MVAs has taken over traditional visual aids. This result was confirmed in the teachers' responses about their choice of traditional or multimedia aids, as shown in Graph 2, with over 65% preferring modern multimedia visual aids to traditional ones.

The discrepancies in the opinions of the students and teachers concerning the use of MVAs in English lessons were further consolidated in the independent sample t-test, as shown in Table 2.

**Table 2.** Comparison of teachers' and students' perceptions on the frequency of using MVAs

		<i>N</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>Sig. (2-tailed)</i>	<i>Mean difference</i>	<i>Lower</i>	<i>Upper</i>
PowerPoint	<i>Teacher</i>	20	2.20	.696	5.590	.000 (0.60)	.925	.594	1.256
	<i>Student</i>	40	1.28	.554					
Prezi	<i>Teacher</i>	20	1.65	.671	3.492	.002 (0.22)	.550	.224	.876
	<i>Student</i>	40	1.10	.304					
Video	<i>Teacher</i>	20	2.20	.616	5.058	.000 (0.48)	.825	.498	1.152
	<i>Student</i>	40	1.38	.586					
Pictures, Flashcards, Graphics	<i>Teacher</i>	20	2.60	.503	5.616	.000 (0.60)	.875	.563	1.187
	<i>Student</i>	40	1.73	.599					
Body language	<i>Teacher</i>	20	2.80	.523	2.220	.031 (0.09)	.364	.035	.694
	<i>Student</i>	40	2.44	.718					

Data in Table 2 shows a significant difference in scores for students and teachers in the use of all MVAs, including body language (Sig. <0.05, two-tailed). In general, the teachers' responses showed more use of the MVAs, shown through higher means (e.g., 2.20 versus 1.28 for PowerPoint, 2.60 versus 1.70 for pictures, etc.). The mean difference for the use of PowerPoint was the highest (.925), and the smallest was for the use of body language (.364). The magnitudes of the differences in the means (eta square) ranged from large effects of .06 (PowerPoints, pictures and video) to a medium effect of .22 (video) to a small effect of .09 for body language. These inferential results complemented the descriptive findings in Table 1 above.

The analysis of participants' interview transcripts reveals some interesting results. Concerning the frequency of using MVAs, the quantitative findings revealed significant discrepancies in the students' and teachers' responses. The differences in their views were also apparent in the interviews. For example, in their answers to this question, four out of six students used phrases like: "sometimes, never, not very often" to describe the frequencies. For example, one stated: "Sometimes. Only on special occasions like a teaching competition campaign or class observation." (S1-M), and another one said: "Our teacher rarely prepares her lessons by multimedia visual aids." (S4\_F). On the other hand, most of the teacher

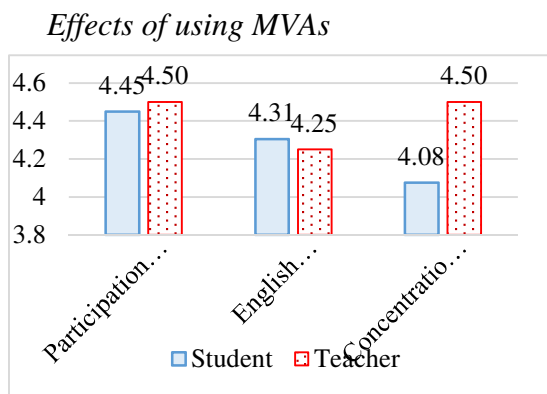
participants asserted that they used MVAs in the class because of their benefits. The terms they used in their responses were: "Yes, sure, of course, sometimes," or "Sometimes it does benefit students, but sometimes it causes distractions because students will pay attention to other factors such as actors and their acting, colors, noise." (T4\_M).

It was further discovered in the perceptions of teacher participants that although they favored and did use MVAs in their lessons, there were quite a few obstacles for both subjective and objective reasons. One teacher stated:

It takes too much time to prepare those kinds of lessons and to be honest, I am not skillful at using the computer and other modern equipment. (T5\_F)

Apparently, some school teachers find it hard to deal with the problems relating to using MVAs, technically, financially and time-consuming in lesson preparation: "It usually takes hours to select and download video from the Internet. Some websites charge document downloading fee." (T4\_M).

To answer the study's second question, "To what extent does using MVAs support students and teachers in their English language learning and teaching?" similar analytical technique was employed, i.e., datamining of quantitative and qualitative data consecutively, followed by a mixing of these results.



**Graph 3.** Students' and teachers' opinions about the effects of using MVAs

From the data in Graph 3, it is apparent that the teachers and students share similar views about using MVAs to enhance the students' participation and language

improvement in general. However, their views were different regards MVAs' effect in helping the students focus more on the lessons, with the means for teachers and students is 4.50 and 4.08, respectively. More specifically, teacher participants' ratios of 'agree' and 'strongly agree' with this effect were 50% and 50%, respectively, while the corresponding ratios of responses from the students were 62.5% and 22.5%; and 15% of the students were unsure about the effects of using MVAs in boosting their concentration. The results of inferential analysis, using an independent sample t-test, are presented in Table 3.

**Table 3.** Comparison of teachers' and students' perceptions on the effects of using MVAs

		<i>N</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>Sig. (2 tailed)/eta</i>	<i>Mean difference</i>	<i>Lower</i>	<i>Upper</i>
Concentration	<i>Student</i>	40	4.08	.616	-2.658	.010	-.425	-.745	-.105
	<i>Teacher</i>	20	4.50	.513					
Participation	<i>Student</i>	40	4.45	.552	-2.825	.736	-.050	-.346	.246
	<i>Teacher</i>	20	4.50	.513					
English enhancement	<i>Student</i>	40	4.35	.417	.517	.610	.104	-.312	.520
	<i>Teacher</i>	20	4.25	.851					
	<i>Student</i>	40	4.08	.616					

As Table 3 shows, there is a significant difference between the students and teachers in their perceptions of the effects of using MVAs to help the students focus more in the lessons ( $t = -2.658, p = 0.01$ ). However, the mean difference (.425) and magnitude of difference (eta square = .13)

for this difference were only at medium levels. However, data in the Table did not show statistical significance ( $p > 0.05$ ) in their perceptions of using MVAs to participate better or to enhance their English language. Again, the inferential results confirm the findings of the

descriptive analysis presented in Graph 3 above.

The teacher participants viewed that the use of MVAs enhanced the students'

concentration, participation, and acquisition of English in general; and, at the same time, supported them in the preparation and delivery of the lessons, as shown in Table 4.

**Table 4.** Effects of using MVAs for teachers

	Neutral	Agree	Strongly agree
More enthusiastic teaching	25	0	75
Better time management	25	25	50
Enhanced confidence	25	25	50
Effective lesson planning	25	75	0

It is apparent from this Table that none of the surveyed teachers disagreed with the effects of using MVAs for their lesson preparation and class performance. What is significant from the data is that the majority of the participants became more

enthusiastic about teaching with the support of MVAs. However, some of the four positive perceptions of using MVAs were influenced by their age (over and under 35). This is presented in Table 5.

**Table 5.** Effects of using MVAs: Perceptions from younger and older teachers

		<i>N</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>Sig. (2 tailed)/eta</i>	<i>Mean difference</i>	<i>Lower</i>	<i>Upper</i>
Effective lesson planning	≤ 35	8	4.00	.000	2.803	.017 (0.51)	.417	.089	.744
	> 35	12	3.58	.515					
Better time management	≤ 35	8	5.00	.000	5.745	.000 (2.69)	1.250	.771	1.729
	> 35	12	3.75	.754					
Enhanced confidence	≤ 35	8	5.00	.000	5.745	.000 (2.69)	1.250	.771	1.729
	> 35	12	3.75	.754					
More enthusiastic teaching	≤ 35	8	5.00	.000	2.803	.017 (0.51)	.833	.179	1.488
	> 35	12	4.17	1.030					

Data in Table 5 reveals a statistical difference between the two teachers' age groups in their perceptions of the effectiveness of using MVAs for their teaching (Sig. <0.05, two tails). Generally, the younger the teachers, the more favor they had over MVAs (higher means, e.g., 4.00 versus 3.58 for lesson planning or 5.00 versus 3.75 for higher confidence. However, despite the significant effects in the magnitude of differences (eta square = 0.51 and 2.69) for all four positive effects, it is worth noting that the number of surveyed teachers was relatively small (only 20). It is also worth noting from the data in Table 5 that the means for the under and above 35-year-old teachers were very high, ranging from 3.58 to 5.00/5.0, which means that they concurrently agreed on the benefits of using MVAs in their teaching.

### ***Qualitative Data***

As mentioned in the method section, this study utilized a mixed-methods design. The quantitative findings were compared with the qualitative data results (semi-structured interviews with six students and six teachers). In addition to getting more elaborations on the quantitative results, the researchers aimed to elicit suggestions from the participants for more effective utilization of the MVAs.

Concerning the effects of using MVAs in English lessons, analyzing quantitative data shows that student and teacher participants had a similar voice in that the facilities helped enhance their

concentration, participation, and English learning in general. The overall response to this question was very positive. For example, one student said, "I feel more interested in those English classes. I find that I can remember new words right after being taught in class because I can see its image and hear the sound pronounced and write it down." (S1\_M). This positive opinion occurred in all other students' responses as expressed in phrases like *concentration and participation, better acquisition of grammar structures, positively affects class atmosphere, and helps me concentrate on mentioned topics.*

Because of the significant effects of using MVAs in English lessons, all the student interviewees suggested that the (modern) facilities should be used in the lessons now that all classrooms had been equipped with projectors, speakers, and Internet connection. However, one of them raised an issue of the Internet connection: "Because the Internet connection in my class is not good enough for the whole lesson to run smoothly." (S3\_F)

The teacher participants mostly favored using MVAs in their lessons because of such benefits as a dynamic and vivid learning environment, great changes in students' vocabulary and pronunciation, *incomparable effects, and best acquisition of grammatical units.* Two teachers elaborated:

I assert that multimedia visual aids will benefit students' learning because they



bring students a dynamic and vivid learning environment that actively stimulates them to participate in the language class. As far as I know, students tend to obtain listening skills better because they can imagine the actual situation (T1\_F)

I firmly believe that computer-assisted visual aids can further students' motivation in learning because grade 6 students are still young enough to prefer dynamic learning style (T3\_F)

However, the teacher participants also viewed that using the facilities in every lesson was not feasible, and the use was not without disadvantages. One participant commented:

I find selecting what will be shown on the screen the most difficult, and our students will be distracted and make noise. Secondly, I think controlling lesson timing is another problem (T2\_M)

Another interviewee alluded to the notion of distraction by saying, "I think students will easily get distracted with those multimedia visual aids, and gradually, it will negatively affect their learning results." (T5\_F).

Finally, the benefits of using MVAs for the teachers were indicated; however, there were differences between the above and under 35. More specifically, the younger teachers tended to see more benefits in using the facilities than the older ones. Out of six interviewed teachers, three younger

ones voiced their positive opinions through the following phrases and sentences:

I encourage teachers in my department to incorporate multimedia visual aids in their daily English lessons (T1\_M)

I guess they [students] will love that because they are young and dynamic students who may prefer an active style of learning (T2-F)

They should be applied in daily English language classes in my school for the sake of both students and teachers (T3\_F)

I guess they [students] will positively engage in my language lessons and easily understand what I teach (T3-F)

On the other hand, the older teachers' words, phrases, and sentences showed some reluctance and reservation.

No. We should not apply multimedia visual aids in daily classes because it takes too much time to prepare. Teachers do not have enough for that. (T4\_M)

I am not used to designing my lesson plan by PowerPoint and Prezi. (T4\_M)

It still takes a long time to show their effects on learners' academic results (T5\_F)

Although they are beneficial to some extent, they still have some disadvantages (T5\_F)

In short, despite being limited in the number of student and teacher interviewees, the results of analyzing their answers supported the findings of quantitative data

analysis and provided additional perspectives from both groups. It is undeniable that MVAs were effective in helping the students to be more focused and engaged in the English lessons, which allowed them to acquire grammar, pronunciation, and vocabulary better. However, some teachers, especially the older ones, still had reservations and concerns about using or overusing MVAs.

### Discussion

The present study's findings confirm and elaborate the previous theories of the significant contribution of MVAs to the embellishment of the language teaching-learning environment. As for teachers, the study results support the views that modern visuals are a helpful tool for teachers to explain, establish and correlate concepts and economize their teaching tasks (Dewi & Kareviati, 2021; Kheira & Zamzam, 2020; Kumar et al., 2021). In addition to those studies, the current study contributes to the literature by indicating a positive impact of MVAs on boosting teachers' excitement and confidence in teaching. Findings of the current study are shared by numerous researchers on the significant effects of MVAs on improving many aspects of students' language learning (Aziz & Dewi, 2020; Kaboocha & Elyas, 2018; Kim & Kim, 2021), especially in grammar and listening comprehension, in students' concentration and class participation (Wazeema & Kareema, 2017) as well as in-class dynamics enhancement (Mathew & Alidmat, 2013). Moreover, the

current study also shows a high level of preference and expectation for MVA application among teachers and students in middle school. It can be referred that there is still a great need to exploit these materials in English language classrooms to improve the quality of language teaching by using modern technology.

However, it can be concluded from the findings of this study that there is a significant conflict between the theories of emphasizing MVAs' pivotal role in the language teaching-learning process and the reality of applying them rarely in the English language classroom on the premises. This conflict can result from the insufficiency or ineffectiveness of utilizing several crucial resources such as finance, time and human to upgrade classroom facilities and to provide teachers' training. This point is shared by Capper (2003), stating that many teachers do not use technology because they do not have technical knowledge. These issues were also mentioned in Wazeema and Kareema's (2017) work. The lack of technical facilities and improper training were some of the barriers to the inefficient use of multimedia audiovisual aids in English language learning classrooms.

The fact that the use of MVAs is not mandatory may be one of the reasons for that low level of frequency. Accordingly, this reflects that introducing technology in the school context is still on an individual basis, while it should be a significant concern of the responsible institution. This

problem is also raised by Nawaila et al. (2020, p22) that “Despite the vast importance of technology in English language teaching, still there is no enough usage of technology at schools. Where the adaptation was found, it was mostly partial not in total”. With the emergence of 4.0 technological revolutions in the outside world, technology in language teaching and learning has become an indispensable part of education. However, somewhere in Vietnam, particularly in the middle school where the study was conducted, computer-assisted teaching mediums might be considered optional, irrelevant, or luxurious for classrooms. Thus, many valuable experiences in this field have been primarily missed, which might be a gap in the school teaching and learning context that needs to be filled for better education.

While there is a similarity between two groups of participants’ opinions about the positive effects of the MVAs in English language teaching and learning, the findings also illustrated a slight difference between students and teachers’ perceptions about which aspects of students’ learning that MVAs’ incorporation has the most positive influence. Furthermore, teachers’ and students’ preference for the frequency level of the MVAs application in English language classrooms is distinctive. While all students preferred to have the MVAs in all their English language lessons, most teachers, especially old teachers refused to use this instrument in every period, due to its several inconveniences. This difference

might cause a gap between students’ expectancy and teachers’ decisions on which language areas and skills should be provided with the MVAs.

## **Conclusion, recommendations and limitations**

### **Conclusion**

The research began when the researchers recognized the reality of infrequent employment of MVAs in the English language classroom and the low level of students' engagement in class at a middle school in Hanoi. The current study finds that MVAs, including PowerPoint, Prezi presentations, and video, are occasionally and optionally applied in English language lessons as a part of the English lesson. However, the study also reveals that some teachers find it challenging to use MVAs in their English sessions due to the lack of modern classroom amenities and teachers' training in operating classroom equipment.

However, the school leaders, teachers and students prefer MVAs to traditional visuals because they acknowledge enormous effects on students' language learning, teachers' task performance, and class dynamics if fully exploited. On the one hand, there is almost no difference between the evaluation and expectation of the students and teachers towards the multimedia visual aids' application during their English language lessons. On the other hand, there is a slight variance between students' and teachers'

perspectives on the benefits of using these visuals on different language skills and other aspects of students' academic performance. Finally, they suggest that MVAs be applied more frequently but adequately in the English language classroom. Teachers should be provided with enough MVAs-related training to reap the most significant benefit of the teaching-learning process.

### **Recommendations**

Based on the high demand of students and teachers for the exploitation of the sort of visual aids, as well as their great appreciation of its values and effects on English language learning and teaching, the researcher suggests several practical implications for school teachers and the leaders as follows:

In terms of teachers, since the study shows that multimedia visual aids have a remarkable impact on learners, they should be applied more often but appropriately in the English language lesson to reinforce students' engagement in class and their academic results. Thus, teachers should be trained to operate the classroom equipment and to learn how to create their computer-based visual materials, which are sensible for their students' language levels. Simultaneously, teachers should practice hard to be proficient at those high-tech applications and successfully manage their class and home preparation time. Furthermore, the presentation content should be carefully selected to be appealing

enough to gain learners' attention and engagement. However, it should be informative and educationally functional, not just for leisure and fun. Importantly, teachers should coordinate their classes and adjust activities to avoid students' distractions.

School leaders should continue strongly supporting the incorporation of MVAs by focusing on upgrading and providing classroom facilities such as computers, speakers, projectors or television screens, Internet connection, and interactive whiteboards. Moreover, they should organize MVAs training courses to enhance their ability and confidence to apply these materials in their language classes.

### **Limitations**

Although this research has been conducted with the best of the researcher's efforts, knowledge and skills, certain limitations are unavoidable. They may be worth taking into consideration for further research. Firstly, the limitation of the study lies in the number of selected samples. The total number of participants, including 40 students and 20 teachers of English, is relatively modest, which leads to a low possibility of generalization of research results. Also, the drawback of the case study design was that its findings were hard to apply to other secondary schools in Hanoi and broader contexts. Hence, further studies should be implemented with more samples to ensure the validity and generalization possibility of the results.

In addition, more studies on the effectiveness of multimedia visual aids on single language macro skills and other learning aspects and among different students' grades can be carried out to examine whether multimedia visual aids can satisfy students with various learning styles. Moreover, experiments can be conducted on multimedia visual aids for groups of students with various proficiency levels to determine if it is suitable for beginners, pre-intermediate, intermediate, or more advanced levels. Finally, since visual aids are possibly not the only effective materials to support the teaching and learning context, further studies should be conducted to seek other tools that can combine with visual aids in the English language classroom.

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