

# The Effects of Teaching Communication and Learning Motivation Using Multimedia

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## Abstract

*This paper presents a theoretical and practical approach to the effective communication in teaching and motivation of the students in learning environment. This study based on some under graduate students from University of Computer Studies, Yangon and University of Computer Studies, Taunggyi. It aims to develop learners' communication skills and to express their speaking in a natural way. Communication skills and task motivation have a great impact in teaching and learning aspects. Teachers need to create a comfortable situation in the classrooms using multimedia to be effective teaching and learning processes. Most students are afraid of speaking in front of others because of lack of practice and opportunity to use English language. Using different types of demonstration aids in teaching allows students to communicate in an active way. Hence, it is hoped to fulfill the needs of learners to motivate and give practice to be good learning results.*

**Keywords:** communication, motivation, multimedia

## 1. Introduction

The ability to communicate in a second language efficiently contributes to the success of the students in school and later in every stage of life. Therefore, it is essential that language teachers need to pay great attention to teaching oral communication skill. This paper targets on under graduate level and the study included 50 students chosen from fourth year students, University of Computer Studies, Yangon, Myanmar and some under graduate students from University of Computer Studies, Taunggyi,

Myanmar. In teaching communication skill the teachers use technological tools to improve students' language skills and they are easily motivated in their learning process. Computers, Internet, videos, projector, or audiovisual aids are the best tools for teaching and learning English language and motivation on the anxious students to participate in activities. This communicative language teaching approach is designed to create effective learning environment to reduce students' anxiety by the use of demonstration aids. Digital devices are utilized as a supplement in teaching to create a lively situation in the classroom, to motivate the students with full involvement in giving practices, to remove the students' fear of public speaking. By this ways, the students can be engaged in meaningful and authentic language use for learning to take place. So the teaching and learning process will not take place without communication.

### 1.1 Communicative Language Teaching Approach

Communicative language teaching approach (CLT) was developed in the 1970s and it has controlled approaches to language teaching today. According to Jack C. Richards (2006), CLT produced an excited interest or enthusiasm when it was introduced as a new approach to language teaching in the 1970s and 1980s. CLT approach provided a rethinking classroom teaching methodology. It was developed to help the learners to communicate effectively in the target language. Language learning through the process of communicating in the classroom supplies a better opportunity for learning than through a grammar-based approach. Communicative language teaching approach emphasizes

meaningful communication. In other words, it helps the learners know how to use the language for different purposes. Communicative language teaching methodology includes the following principles:

- The teacher needs to create an authentic environment in the classroom and motivate the students for active participation in the activities for their language skills.
- The teacher should provide the instruction and feedback to help learners examine the language what they know.
- The learners should be given the opportunities to speak in the language promoting interaction for accuracy and fluency.
- The teacher should not correct the students' mistakes very often while they are speaking.
- Learners should be provided the opportunities to use the language inside and outside the classroom in social climate.

### **1.1.1 How to Motivate the Students**

Motivation is a sudden force or stimulation that brings the students to accomplish their activities. It directs toward particular goals and increases persistence in activities. The teachers all know that the students like to look at a screen better than at a book. So teachers use audiovisuals and make use of new technology to capture learners' attention and to motivate them easily. Bringing technology into the classrooms is a good way to motivate students. The key to a successful learning environment is motivation. Applying technological aids such as Internet, videos, DVD, and projector, the teachers can motivate the students and can help them learn to speak effectively. As utilizing one of digital tools, video can be a stimulating English language learning tool especially in situation where a native speaker model is unavailable. In order to teach the communicative efficiency, teachers can motivate using a balanced activity approach that combines language input, structured output, and communicative output.

Language input comes in the form of teacher talk, listening activities, reading passages, and the

language heard and read outside of class. It gives the students producing language themselves. In structured output, students may have options for responses, but all of the options require them to use the specific structure that the teacher has just introduced. In communicative output, the students may use the language that the instructor has just presented, but they also may draw on any other vocabulary, grammar, and communication strategies that they know. Students are motivated to be able to think that the ability to speak a language is the product of language learning, but speaking is also a crucial part of the language learning process.

## **2. Classroom Interaction in Communicative Language Teaching**

The most common view of the role of classroom interaction in the profession currently is the somewhat narrowly 'methodological' one that proposes that classroom interaction contributes to language development simply by providing target language practice opportunities. Through carefully designed classroom interaction activities involving various forms of more or less realistic practice, students can become skilled at actually doing the things they have been taught. Being able to interact in a language is essential. Therefore, language teachers should provide students with opportunities for meaningful communicative behavior about relevant topics by using learner-learner interaction as the key to teaching language for communication. Communication in the classroom is embedded in the meaning-focused activity. Teachers require to make their instruction carefully to the needs of learners and to teach them how to listen to others, how to talk with others, and how to negotiate in shared opinions. Negotiation can be expected to be identified as a relevant target language skill for the students in the classroom. So the key factor in foreign language development is the opportunity given to learners to speak in the language promoting interaction.

## **2.1 Teaching ELT Speaking Class Using Multimedia**

Technological innovations are providing teaching and learning English as a foreign language. Recently, technology has brought the dramatic change in the world and is revolutionizing education. Using multimedia (computers, projectors, and televisions, DVD players) in traditional ELT classes has exposed to be a powerful teaching medium (Hartsell, T & Yuen, S. 2006) and has proved to be successful technological medium to snatch the students attention and motivation to learn, and be able to create authentic environment. Language teachers from University of Computer Studies, Yangon (UCSY), use incorporating multimedia with online or downloadable videos as a powerful tool for practising and developing speaking fluency. To be an effective teaching and learning speaking class, the teachers use language labs for video watching, online English exercises, listening practice and powerpoint presentation by projector. Multimedia video material develops the students' understanding of English-specific thinking ways, of lexical/syntactic choices, of correct pronunciation and of formulaic expressions. It also provides simultaneous audio/visual input, and complete and contextualized conversations. Moreover, the video and listening scripts can be stopped, reversed, paused, and re-started according to the students' need for a more practical level. According to new learning and teaching approaches by the use of multimedia or digital aids, English language teachers can encourage and motivate their students to use technological innovations during speaking classes using available technique such as mobile phones, DVD, computers, and projectors for their effective speaking or presentation.

## **2.2 Motivation to Reduce Communication Apprehension**

Fear of public speaking is a form of anxiety which can seriously affect much or all of a student's oral communication, social skill and

self-esteem. Some students show a more serious problem when they have a chance to give public speeches. Their problems can be defined as speech anxiety or communication apprehension. Communication apprehension is frequently found in the classrooms. There are at least two reasons to know about communication apprehension. The first one is the difference between the normal fear most people feel before they give a speech and high communication apprehension. The second reason is to give special treatment to people who are highly apprehensive. Nearly all of the students in the public speaking class feel worry when they are encouraged to give the speeches. Many ELT teachers are getting more difficult to teach anxious students successfully. Anxiety leads to poor understanding, poor results and a loss of self-confidence. Teaching oral communication in the foreign language, freely and correctly, is more difficult and more demanding. So the teachers need to create a suitable classroom atmosphere to give treatment or to reduce the anxiety of the students. Today, Digital Age, their anxieties can be treated using electronic teaching aids such as Internet, videos or audiovisuals to get their attention, to persuade their participating in activities and to give practice of listening and speaking in order to learn to do well.

English language teachers from the University of Computer Studies, Yangon, use the language labs appropriately to be effective practices for the students, to enhance the students' accurate production of stressed syllables in English words, and to create the authentic situations for the students' active participation in activities. According to technological tools in effective teaching and learning process, teachers can provide students overcome the anxiety and can also give students strategies and phrases to use for clarification and comprehension check. Teachers can create an authentic environment within the classroom and motivate students to participate in interactive activities to get speaking practice and to prevent their shyness gradually. By this way, students can get confidence in their ability to manage the various communication situations that they may encounter outside the classroom.

### 2.2.1 Creating Activities to Enhance Communication Skill

According to the study of under graduate students from the University of Computer Studies, Yangon, ELT teachers create activities for students' speaking practice and they motivate the shy or quiet students to participate in activities. At first, teachers do not give difficult activities. These students are fearful of difficult activities because of lack confidence. So, teachers start with the relevant topic to the students' level and then they raise the level of complexity step-by-step. By this way, they get confidence gradually and they participate in group activities, pair work, and individual presentation and then they can able to participate in speaking contest of national level. By creating activities, teachers can reduce the students' anxiety, can enhance their communication abilities, and can motivate easily. Language teachers from UCSY and UCST motivate their students by giving a drill or practices as the following sample activities.

#### Sample Activity 1

After watching video lessons, teacher leads the activities for a drill. An effective way of making the students think about what they are saying in a drill is to focus their attention on the meaning relationships that exist between different elements such as sentence, clauses, phrases and words. In the drill below the students are invited to draw inferences from statements made by the teacher.

Teacher: I've been working all day.  
Student A: You must be tired!  
Teacher: I haven't eaten anything since breakfast.  
Student B: You must be hungry!  
Teacher: I haven't had anything to drink either.  
Student C: You must be thirsty!  
Teacher: And now I'm going to a party.  
Student D: You must be.....mad

#### Sample Activity 2

Teachers can give speaking practice to each student by showing pictures with projector in the

class and let each student make dialogues. Students are motivated to speak using them.



Figure 2.1 Activities for Making Dialog

### 3. Suggestions for ELT Teachers in Teaching Speaking

There are some suggestions for English language teachers for teaching oral language and for creating active situations.

- Provide maximum opportunity for students to speak the target language by providing a rich environment that contains collaborative work, authentic materials and tasks, and providing technological facilities to create as a real situation.
- Try to involve each student in every speaking activity.
- Show positive signs when commenting on a student's response.

- Do not correct students' pronunciation mistakes very often while they are speaking.
- Circulate around the classroom to ensure that students are on the right track and see whether they need the teacher's help while they work in groups or pairs.
- Provide the vocabulary beforehand that students need in speaking activities.

**(a) Findings**

According to this study, before using multimedia, most of the students are found lack of confidence and they show little interest in interactive activities. After using multimedia instructional materials, most students' anxieties and errors are decreased and they can easily be motivated in learning process. So the incorporation of multimedia in traditional class has reduced the number of anxious students. This paper has presented the quality of learning outcome of under graduate students from University of Computer Studies, Yangon (UCSY) and University of Computer Studies, Taunggyi (UCST). As the result, some anxious students become active participants in any activities and some students eager to participate in any English speaking contests or any other conversational situations. So the results of the consequence, using digital devices in communicative teaching reduce the number of anxious students in each class.

**Table 1. Evaluation Form of Learning Motivation after Using Multimedia**

n o .	Question Items	Good	Satisfactory	Unsatisfactory
1.	I think multimedia is good to learn English.			
2.	Watching video in English class motivates me to learn English.			
3.	I worry about making mistakes in speaking classes.			
4.	It would bother me to take more English speaking classes.			
5.	I feel comfortable in English speaking class.			

6.	I am afraid that the other students laugh at me when I speak.			
7.	It embarrasses me to volunteer answers in English class.			
8.	I wish to participate in any activities in classes.			
9.	I feel confident to participate in speaking contests.			
10	I feel very self-conscious about speaking English in classroom or out of classroom.			

According to evaluation, we found about 85% of the active participants in activities and development in communication skills based on the effect of digital devices through the semesters in academic year 2017-2018. The study included 50 students chosen at random from fourth year students, University of Computer Studies, Yangon, and the same of under graduate students from University of Computer Studies, Taunggyi. After using electronic devices, the numbers of anxious students can be motivated vividly according to evaluation form.

**Table 2. Active Participants before and after Using Multimedia**

School	Total	Before	After
UCSY	50 ppl	40% (20 ppl)	85% (42 ppl)
UCST	50 ppl	40% (20 ppl)	86% (43 ppl)

**(b) Problems**

It was found that the students faced difficult situations in their learning communication skills because of interference of the mother tongue in foreign language learning. At first, they showed shyness in the oral activities and they did not ask any question when they did not understand anything during the class.

**(c) Solutions**

Teachers create a warm, easygoing and comfortable situation in the classroom. Through the semesters in academic years, teachers have

given practices to the students with multimedia instruction, such as video watching, online English lessons and exercises, Youtube video presentations, and PowerPoint presentation using TV, DVD, computer and projector to raise the quality of learning outcome and to reduce the number of anxious students. After teaching with technology aids, the teachers lead the activities for a drill and motivate the students to speak and give practices to get confidence. By this way, we can reduce the number of anxious students and raise the quality of their learning outcome step by step.

#### 4. Conclusion

According to the incorporation of digital aids in traditional teaching and learning environments, the teachers can create active classroom as much more interesting place for the students in order to foster and motivate them to join in group activities, do individual presentation, and to participate in national English speaking contests (impromptu talk, panel discussion or debate). Technology innovation moves away teacher-based authority to more applied learning that requires students to become more creative and critical thinkers. Consequently, it can be concluded that teaching with digital aids was found to be effective in developing communication skills, and encouraging and motivating them to use the language orally. English language teachers from the University of Computer Studies, Yangon, and University of Computer Studies, Taunggyi use the language labs appropriately to be effective practices, to enhance the students' accurate production of stressed syllables in English words, and to create the authentic situations for the students' active participation in activities. Thus, creating activities with the incorporation of digital devices within the traditional class environment help the students in learning process. Moreover, learning is effective in developing the students' speaking fluency skills through academic year.

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