

Utilizing multimedia to improve english speaking skills of first-year students at thai nguyen university of medicine and pharmacy

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Abstract: *In recent years, educational researchers globally and in Vietnam have shown great interest in studying the use of multimedia in teaching English, particularly for motivating learners and encouraging their participation and cooperation in learning foreign languages. However, the impact of these innovative methods on students' communication skills in regions like the Northern Mountainous area of Vietnam, specifically Thai Nguyen Province, has not been thoroughly examined. This paper presents a study conducted on first-year students at Thai Nguyen University of Medicine and Pharmacy during the 2023-2024 academic year. The study employed an experimental design to assess the significance of using multimedia in English teaching. This design was utilized not only to evaluate the effectiveness of multimedia in English instruction but also to compare it with the traditional teaching methods currently in use.*

Keywords: *Speaking, enhance, Multimedia, First year students, Thai Nguyen University of Medicine and Pharmacy*

1 Introduction

Numerous studies have established that, compared to other languages, English is the fastest-growing form of international communication. Consequently, English has become a major subject in Vietnam's education system in recent years. The use of multimedia in English teaching is increasingly popular worldwide.

Multimedia involves utilizing multiple communication tools, such as computer applications that integrate text, graphics, animation, video, audio, or other methods. Unlike television, books, or cassettes, multimedia allows interactive engagement. For example, clicking on a word can display a picture, or clicking on a picture can start a video.

The popularity of multimedia surged in the mid-1990s as hardware prices dropped, leading to its adoption in various fields like industry, business, education, and entertainment. Today, multimedia is prevalent in homes, schools, workplaces, and public places like libraries, internet cafes, and coffee shops.

While multimedia is convenient, its application poses challenges for many teachers, particularly English teachers. Do English teachers effectively use multimedia in their work? While multimedia is convenient for teaching English, over-reliance on it can hinder learners' knowledge mastery and effectiveness. How should English teachers

incorporate multimedia in their teaching? What type of multimedia is appropriate for specific lessons? These are common questions faced by English teachers today.

No one can deny the crucial role teachers play in shaping students' minds, attitudes, and motivation to study, which is both a source of pride and a challenge for teachers. Teachers aim to foster intrinsic motivation in their students and are responsible for planning lessons, observing student activities, evaluating, and providing feedback.

2. Methodology

The primary participants in this study were students from various classes at Thai Nguyen University of Medicine and Pharmacy during the first semester of the 2023-2024 academic year, selected for a three-month study period.

Numerous research tools, such as questionnaires, observations, and interviews, have been recognized as invaluable and effective in similar studies. These tools were also deemed suitable for investigating the use of multimedia in teaching English at Thai Nguyen University of Medicine and Pharmacy. During the research process, the researcher observed students' attitudes towards learning. Questionnaires were designed and distributed to students for the study. Additionally, pre-tests and post-tests were conducted to measure students' abilities before and

after the lessons.

Initially, the researcher prepared the research instruments, including the pre-tests, post-tests, and questionnaires. The content validation of these instruments was then submitted to reputable experts in the field. The researcher administered the tests to the respondents and collected the data from the students at Thai Nguyen University of Medicine and Pharmacy.

According to the pre-established timetable and action plans, the study proceeded with the distribution of questionnaires to the students for both the pre-tests and post-tests. Students provided their opinions on each statement after completing the lessons. The selected students came from two different classes: K56 N01 (30 students) and K56 N02 (30 students).

Traditional teaching methods were employed three times a week in class K56 N01, while the multimedia method was used with the same frequency in class K56 N02.

Finally, the researcher organized and tabulated the mean scores of the tests for statistical analysis with the assistance of a statistician, addressing the problems mentioned in the study.

3.Findings:

The analysis and interpretation of data gathered in the determination of the relationship between multimedia approach and traditional approach of students at Thai Nguyen University of Medicine and Pharmacy.

Students' attitude in terms of Frequency of learning English through multimedia approach

Table 2.1 Frequency of learning English through multimedia

Frequency of learning English through multimedia	F	%
5	2	6.67
4	4	13.33
3	5	16.67
2	11	36.67
1	8	26.66
Total	30	100.00

Among the respondents, 2 students (6.67%) selected the 5th frequency, 4 students (13.33%) chose the 4th frequency. With the 3rd frequency, 5 students (16.67 %) were counted.11 students (36.67 %) ticked on the 2nd frequency, and 8 students (26.66%) chose the 1st frequency.

Table 2.2 Mean Benefits from Speaking Lesson

Mean Benefits from Speaking Lesson	Weighted Mean	Rank	VI
4.1 I get excited	3.1	1	Moderate
4.2 I have chances to apply theory on the actuality	2.67	7	Moderate
4.3 I am always active	2.73	5	Sometimes
4.4 I am attracted to the activities in class.	2.73	5	Sometimes
4.5 My teacher is always a good organizer and manager	2.87	4	Moderate
4.6 My teacher always gives me invaluable feedback	2.93	3	Moderate
4.7 My teacher makes us passive	2.47	8	Sometimes
4.8 My teacher always ignores when I have problems	2.96	2	Sometimes
AVERAGE WEIGHTED MEAN	2.81		Moderate/ Sometimes

The result of this particularly determined the benefits from speaking lesson of students to be moderate/ sometimes with a mean of 2.81 revealed that 1- *I get excited* was ranked first with a weighted mean of 3.1 described as moderate. Least-rated was item 7- *My teacher makes us passive* with a weighted mean of 2.47 described as sometimes.

What have mentioned above imply that students acts the most following the teacher's instructions in speaking lessons.

Table 2.3. The Mean level pre- test and post- test of the English-speaking skill using multimedia and traditional approach in terms of pronunciation, grammar, vocabulary and intonation

Pre- test						
	Multimedia approach			Traditional approach		
	X	SD	VI	X	SD	VI
Grammar	1.55	0.50	Good	1.63	0.64	Excellent
Pronunciation	1.43	0.49	Good	1.07	0.58	Good
Vocabulary	1.28	0.52	Good	1.33	0.53	Good
Intonation	1.17	0.42	Good	1.13	0.43	Good
Post- test						
	Multimedia approach			Traditional approach		
	X	SD	VI	X	SD	VI
Grammar	1.83	0.36	Fair	1.78	0.34	Fair
Pronunciation	1.67	0.42	Good	1.62	0.34	Fair
Vocabulary	1.75	0.37	Fair	1.38	0.47	Good
Intonation	1.55	0.42	Good	1.12	0.39	Fair

It can be seen from table 2 that multimedia is

really effectively applied with the higher results in the post- test than the pre- test. In the pre- test applied with multimedia approach, students got the result in Grammar with a mean of 1.55 while in the post- test, their result fall into a mean of 1.83. Authentic materials can help language learners not only in deepening their understanding of social phenomena within the target culture but also in modifying their communication in negotiation and interaction with others (Warschauer, 2001).

Significant difference of the speaking skills of the Students taught with the multimedia Approach and the Traditional Approach.

Table 3 The significant difference of the knowledge gained by the students taught with the multimedia approach and the traditional approach.

Speaking skills	Mean	Stdev	df	Q- Stat	P- value	Decision	VI
Experimental Group	1.33	1.03					
Control Group	0.67	1.27	55	2.24	0.029	Reject Ho	Sig

The findings revealed that significant difference between the speaking s of the skills students taught with the multimedia approach w/a mean of 1.33 and the speaking skills gained of the students taught with the traditional approach w/a mean of 0.67; the obtained P- value of 0.029, respectively, being lesser than the threshold P- value of 0.05. This means that there was strong evidence against the null hypothesis. Thus, the null hypothesis which states there are significant difference of the speaking skills of the students taught with the multimedia approach and the traditional approach was rejected.

This implies that the knowledge gained by the students taught with traditional approach had significant bearing on the knowledge gained by the s3

4. Conclusions

1. The findings indicate that using multimedia as an approach in communicative language teaching effectively enhances students' speaking abilities. Authentic materials assist language learners in deepening their understanding of social phenomena within the target culture and improving their communication during negotiation and interaction (Warschauer, 2001).

2. Students tend to follow the teacher's instructions most closely during speaking lessons.

3. There was a significant difference in the knowledge gained by students taught using the traditional approach compared to those taught using

the multimedia approach. This provides strong evidence against the null hypothesis. Therefore, the null hypothesis, which claims there is no significant difference in the speaking skills of students taught with the multimedia approach versus the traditional approach, was rejected.

This suggests that the knowledge gained by students taught with the traditional approach significantly differed from that of students taught with the multimedia approach.

5. Recommendation

The following recommendations are based on the key findings and conclusions of the study:

1. Emphasize the importance of the relationship between the teacher and students. This relationship is often shaped by the teacher, who plays a crucial role in creating opportunities, organizing activities, and instructing students on how to use modern communication tools safely and effectively.

2. The head of the researcher's college, along with heads of other universities and colleges, should prioritize the development of well-equipped classrooms and ensure that teachers are knowledgeable in the field of multimedia.

3. Students should continually update their knowledge of modern educational methods and adapt to technological advancements. Additionally, parents and teachers should guide and influence students to use multimedia purposefully and positively.

4. Further studies should be conducted to evaluate the effectiveness of this research.

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