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МУЛЬТИМЕДИАНЫН ЖАРДАМЫ МЕНЕН СТУДЕНТТЕРДИН АНГЛИС ТИЛИН
ҮЙРӨНҮҮ ЖӨНДӨМҮН ЖОГОРУЛАТУУ

УЛУЧШЕНИЕ СПОСОБНОСТИ УЧАЩИХСЯ К ИЗУЧЕНИЮ
АНГЛИЙСКОГО ЯЗЫКА С ПОМОЩЬЮ МУЛЬТИМЕДИА

ENHANCING STUDENTS' ENGLISH LEARNING ABILITY WITH THE HELP
OF MULTIMEDIA

Кыскача мүнөздөмө: Заманбап билим берүүдө мультимедиа өзгөчө орунду ээлейт, анткени ал окуучулардын англис тилин жакшыртууга жардам берет. Медиа видео, фильмдер жана мультфильмдер сыяктуу ресурстарды камтыйт. Дурустап колдонгондо, мугалимдер билим алууну кызыктуу жана интерактивдүү кылышы мүмкүн. Чыныгы материалдарды колдонуунун мааниси, окуучуларды изилденүүчү өлкөнүн маданияты менен тааныштырууда жана мотивацияны жогорулатууда жатат. Мультимедиа окуучулардын коммуникациялык жөндөмдөрүн жакшыртат жана англис тилин үйрөнүүнү актуалдуу жана маанилүү кылат.

Аннотация: В современном образовании мультимедиа занимают особое место, так как способствуют приобретению навыков английского языка у учащихся. Медиа включают в себя такие ресурсы, как видео, фильмы и мультфильмы. При правильном использовании преподаватели могут сделать обучение более увлекательным и интерактивным. Ценность использования реальных материалов заключается в знакомстве с культурой изучаемой страны и повышением мотивации. Мультимедиа улучшают коммуникативные навыки учащихся и делают изучение английского языка актуальным и значимым.

Abstract: In modern education, multimedia occupies a special place as it contributes to the improvement of English language skills among students. Media includes resources such as videos, movies, and cartoons. When used effectively, teachers can make learning more engaging and interactive. The value of using authentic materials lies in familiarizing students with the culture of the target country and increasing motivation. Multimedia enhances students' communication skills and makes learning English relevant and meaningful.

Негизги сөздөр: маданият; фильмдер; мультфильмдер; негизги сөздөр; грамматика; мотивация; кыйынчылыктар; көндүмдөр; жөндөмдөр.

Ключевые слова: культура; фильмы; мультфильмы; основные слова; грамматика; мотивация; трудности; навыки; способности.

Keywords: culture; movies; cartoons; basic words; grammar; motivation; difficulties; skills; abilities.

"Language is the road map of a culture.
It tells you where its people come from and where they are going."
Rita Mae Brown

Currently there are many approaches to teaching through media. All of these assume that students have a natural interest in audio and visual methods of teaching. In other words, in the technological age students like to be entertained by their phones, computers, and other electronic devices.

Students are said to enjoy more involvement in their learning through multi-intelligent engagement. In fact students are interested in using new modern technologies that connect them to the world. Still, they are not able to speak foreign languages, for example English. Therefore, this raises a question. If students have the opportunities to use audio media materials for studying, why do they not use media to improve their language skills?

While observing students' lives, it can be concluded that they use native languages during breaks, lunchtime, after lessons and outside. It means that educators have a lack of familiarity with English language culture. As a result, they are not motivated to study English and have some difficulties in the educational process of studying language.

There is an effort to give some recommendations to the next issues in this work:

1. Make students be familiar with English language culture with the help of audio video media.
2. Engage students into English lessons with the help of videos.
3. Overcome students' difficulties in educational process and develop students' skills and abilities in education.

Susan Stempleski and Paul Arcario believed that there is a strong interconnection of language with culture and posited that "teaching with authentic video" gives opportunity to have an original view at the culture. Authentic videos, movies and programs in English show native speakers' lives, traditions, meals, relationships and other details of English culture. As a result, different types of activities are used in lessons, for example in written or oral forms. In addition, speakers of the target language can make contrast and comparison between two countries. (Stempleski & Arcario, 1992, p. 9) It is a vivid highlighting of how multimedia (such as movies, videos and cartoons) assists learning language. Media is one of influential tools to cross and appreciate the cultural aspects inserted in language.

As an English teacher I was interested in conducting an experiment to see the influence of watching movies and cartoons on studying English and getting acquainted with English speaking culture. There was a group of students who studied the elementary level of English language. It used multimedia in each lesson, including movies, podcasts, and interactive online lessons. Students set aside originally and timid to speak, began to use phrases from the movies in everyday conversation. The engagement in multimedia developed their language skills and increased confidence and enthusiasm for learning.

There are numerous types of materials to study English nowadays, but there is a doubt, what is the most effective? It includes a lot of reasons and it depends on the purposes of the class, the age, the level and interests. However, incorporating movies and cartoons have several benefits to English language teaching: engaging learning environment, improving language skills (listening, speaking, grammar, vocabulary and pronunciation), development of critical thinking skills, integrating technology for digital literacy, cultural enrichment and awareness. (Stempleski & Arcario, 1992) According to Leslie Rae, the learning can be effective using interactive videos. They have more impact on learners than a text because a picture shows vivid illustration. (Rae, 2000) The current century is full of new digital devices and it is difficult to surprise students in learning, so it becomes complicated for a trainer to make a lesson interesting and exciting. Students often complain about boring tasks, assignments, activities and classes. If movies and

cartoons are used during the lessons, they will definitely never be boring and monotonous. It can happen if there are several reasons or conditions. The lesson should be well organized and structured, an instructor has to fully know the material, make a plan and be ready with questions and goal – oriented tasks. As a result, teaching through movies and cartoons is one of the sources of entertainment for students during language learning compared with the traditional lesson. (Frye, 2021) On the other hand, some researchers believe that videos are sometimes used more for entertainment than for teaching. (Stempleski & Arcario, 1992)

The aim of this work is to explore the process of teaching and learning the English language through media, with the goal of raising the levels of speaking, writing, listening, grammar and vocabulary using cartoons and movies. Students often struggle with learning a foreign language. Therefore, a new approach is needed to assist learning and develop creativity in the process. Technology can expand imagination and new vision of culture as the learning process is engaged. Entertainment, the main pastime of many students offers are a great method to produce language skills. Digital devices offer language models from content and create an atmosphere within to study. (Lonergan, 1984)

Technology can bridge across the lack of familiarity with culture. It is a motivational connector. The motivation is external and internal. External motivation relies on the involvement of students, teachers, parents or other outside influences. Internal motivation has a powerful internal strength that propels people to do things. This is why people work toward goals and achievements. Motivation is a main driver of student learning language. It is understood that video materials provide a motivational advantage for student attainment. (Souders, 2019) Without motivation students lose interest in studying a second language. Ergo, the teacher’s task is to improve the learning process with interactive tasks and methods.

It is important to choose the right and appropriate language means and methods in teaching. There was a lot of research and they say that audio and visual media such as cartoons, movies, podcasts and episodes are actually to use during the lesson. (Stempleski & Arcario, 1992) In addition, they hold experiments and studies that show how students are involved in the lesson if the videos are used. To be concrete, scientists focus on the process students receive new information. From the point of view of psychology there are two types of perception of information. The first one is an assimilation. It is a process of getting information that is already known or familiar to the listener or reader. It means that when students watch the video, they remember the words and phrases that they have already known or they try to remember the words that they have heard before, but they were forgotten for some period of time. The second type is accommodation. It means that a listener or reader gets new information and he or she tries to summarize and systematize it. In order to develop these psychological processes in mind, videos can be successfully used during lessons. (Cherry, 2024)

Current scientific work shows results of an interview with teachers. The task of it is to ask them questions and see how multimedia influences students. According to my personal observation, videos are not used constantly in lessons. From my point of view, it happens for several reasons. First, instructors lack knowledge on how to work with videos. Second, it is comfortable and simple to use academic books, because they use ready lesson plans from teaching resources books to have classes without additional preparation. Therefore, there is a hypothesis that not all teachers use multimedia technologies in lessons.

Teaching English with cartoons

The easiest way for understanding and the most relevant for super beginners or elementary students’ level is cartoons. It is possible to show a complex story in several images with the help of such a powerful teaching tool. Learners are able to give a comment and make a thought on a plot, events or issues. It can be defined that teachers can introduce new vocabulary, describe characters and present culture according to their behaviors.

The most variable and appropriate for all student levels are movies. However, it needs more time in lessons for watching it compared with a cartoon. Films illustrate different topics like racism, relationship between parents and children, relationship between a man and a woman, teenagers' addictions, meaning of life that concern main problems in society.

Recent research involves how cartoons are being examined by a range of scientists and researchers interested in the influence on pre-school teaching. (Tomalin, 1990) Cartoons mitigate some of the problems of the educational process such as motivation, engaging, memorizing, perception, and production. Further, cartoons are good for teaching adults, especially those who begin a course of study of English from the beginning. Cartoons offer examples of basic grammar and vocabulary with an easy-to-follow plot. In fact, movies play another role in teaching. Popularity increases to the last one, because sometimes These small pieces of art are supported by professional actors. Moreover, a variety of levels of language are also lower than the movies, which means they can be used for children as well as for adults. Cartoons offer versatility of application.

The process for adapting cartoons to children's level is easy, matching comprehension and background information. And, humor is used to show some unpleasant things softly and politely. Contrasting this, there can be colorful and/or offensive language in movies. Beyond language, the context can be complex and complicated in movies compared to cartoons. Cartoons offer simpler grammatical structures, academic vocabulary, slang, jargon, proverbs, phrasal verbs and speaking patterns. So, it is easy to conclude that a teacher can adapt and utilize cartoons as teaching material. The benefits are that adults and children can become involved in the process of learning. because it is from the real world.

An example of the use of a short cartoon with activities that were developed by me. I selected a video named "The Sun and the Wind". At the first stage a teacher asks couple of questions, such as:

What kinds of weather do you know? Or tell the features of nature. What do you think happens in the video? The questions can be answered in pairs. A lesson is introducing new or unfamiliar words, a necessity.

Then students watch the video and answer the questions above. A teacher discusses ideas, theirs, with students. Students are prompted to analyze which types of communication are shown in the cartoon as well as the morality of a story? Students watch the video once again and answer it. Finally, a teacher divides students into four groups and gives four different activities:

- 1) Role – Playing (author, person, sun and wind);
- 2) Retelling (students retell an order of a story);
- 3) Mime game (students show actions of words from a cartoon, other students guess);
- 4) Guess the words (students describe the words, students guess).

Teaching English with movies

The audio-visual materials involve learners to enrich the environment to get language. A teacher makes interaction to engage into a process in the medium. In addition, an instructor's work to ensure a clear explanation of a language is taught.

Movies are often used to stimulate dialogues. The main heroes, characters, actors and actresses show the feelings, emotions, actions that help to comprehend the meaning and it gives the opportunity to retell or make a story. In short, video provides students telling, describing or narrating. It is supported by the fact that the media stimulate learners to speak and interpret a plot and express their thoughts or opinions.

It is commonly accepted that communication skills are developed due to their different methods. One of the most involved and effective ways to develop communication skills are cartoons and movies. After watching them, students become more active and enthusiastic. Communication situations are a valuable resource for intensive study. It helps to improve not only written, but also oral communication. (Stempleski & Tomalin, 1989) The variety of tasks

and activities make it possible to overcome the anxiety to communicate and get in touch with other students in English in the classroom. In addition, they help them to imagine in a creative way, interact, intermix without doubt and urge.

According to a study by the British Council, the lessons that included multimedia in language learning showed a 25% increase in students' retaining of vocabulary and grammar if compared to traditional methods. This statistic emphasizes that multimedia is effective in learning language skills and makes a permanent influence on learners. (Brumfit, 2015)

An example of the application of media in lessons can be illustrated through a staged lesson, where the learners see a memorable and major episode from a movie. They can practice dialogue, repeating some words, sentences, repeating the action and behaving like the story heroes.

The teacher observes attentively, the actions, listens carefully to the language points, and as a result students can produce the scenes that are creative, demonstrate critical thinking, and artistic in performance. There is a list of the tasks that provide the use of audio – visual media effectively and productively. It consists of names and short descriptions of each task.

№	Name of the tasks	Short Description
1.	Letter to your favorite character	Students watch any episode. It would be better to see a feature film or cartoon. Then they describe or retell in the written way what they comprehend or share ideas. Students may describe a plot, main heroes, topics are mentioned in the film or just give an opinion. They have to follow the structure of the letter.
2.	Shuffle, Arrange and Speak	Students watch any episode. It can be a movie or cartoon. Then a teacher divides a class into two or three groups, gives a paper with actions from the video. They are not in the right order. So, students have to arrange them in the right order. Finally, one by one they talk about each action in detail.
3.	Play out	Teacher gives the list of episodes from cartoons or films and students choose them. They watch episodes from a cartoon or film, read a transcript, divide the roles and practice. The task is playing the episode out.
4.	Vocabulary building	Students watch any episode. They describe topics, heroes, plot or any other things by using new vocabulary. So, a teacher gives new vocabulary before or after watching a video.
5.	Finding out the differences	Variant 1. Students watch two or more episodes and compare people, situations, culture, language. A teacher makes criteria to follow. Variant 2. Students watch one episode and compare several people from one video (description of person's appearance, personality), nature (forest and mountains), places (shopping mall and house). A list can be continued or changed.

It is just a short list of tasks that teachers are able to use in lessons. Instructors can change and adapt activities according to a topic of lesson, students' age, level, abilities and interests.

The researchers showed that all the tasks were successfully used during lessons. (Stempleski & Arcario, 1992) They caught students' attention widely and helped to master the educational material, which means there were improved speaking and writing skills and it gives opportunities to use in a speech. There are some results of the study:

- improved fluency and effectively;
- raised concentration and confidence;
- improved thinking skill and supervision;

- increased the vocabulary and creativity;
- aid to communicate with others;
- overcome anxiety and urge;
- make students to evaluate their level and value of usage of the language.

As it was mentioned before, the task of this article is to see how effectively cartoons and movies are used during the English lesson. That's why 7 teachers, who had more than 10 years' experience teaching in the universities or colleges, took part in a survey, which consisted of 12 questions. (Appendix 1)

Research has shown that most teachers use the videos in their lessons. (Appendix 2) However, multimedia technologies are used according to a topic of a lesson. It can be grammatical, consolidation material or educational videos. Instructors use the videos during the lesson for 20 or 30 minutes and just one of them uses it for around one hour.

Media is not a primary choice for English language trainers' methods and techniques. As it happens, teachers prefer course books, where all materials are provided and ready for use. There are teachers' guides and books for planning and teaching. Definitely teachers lack time needed to search for videos and adapt tasks from them. However, all of the teachers said that using media is effective and it improves pronunciation, vocabulary, listening and speaking. Almost all trainers find the videos on YouTube. They search for grammar topics or vocabulary material, because they want to give new information or review material that was taught before. Moreover, it wastes time for searching depending on the situation. Teachers sometimes spend 20-30 minutes getting videos and they sometimes need one or two hours in order to find appropriate material for the lesson.

One more negative side was explored from the interview. Students are not taken seriously watching or listening to the media. It can be predicted that teachers choose not an accurate way of presenting material. As a consequence, they do not get learners' attention and are not able to stimulate them for work. That's why it is necessary to introduce information in logical order and be responsible for actions.

The scientific work may be used in different spheres of educational process and tasks might be varied using audio video media. They are acceptable both for reception and production of new skills. Due to videos students study literature, and develop their skills: speaking, writing, listening, grammar and vocabulary.

The problem of improving student acquisition issues requires a new approach. The following ideas may be considered to begin future discussion and examination.

1. Students lack familiarity with English-speaking cultures. This means that students are not readily able to understand culture based English. The nuances and details of culture and how people use language are often geographically connected. When students have limited knowledge of the culture, they are not motivated to study the language of this country or geographic region. These results are challenges in the educational process. There is an alternative method of teaching and motivating students through media that connects language with culture. Using and watching different kinds of videos, movies and cartoons during the lessons motivates learners as it engages students to understand the different language spheres. Through technology, the ease of obtaining media based information about the culture of language enhances the process.

2. Teachers use multimedia technologies with organized lesson plans, elaborate tasks, interactive activities, and make a comfortable, appropriate climate for studying. Their lessons become not only interesting and exciting, but also students' results are effective and productive. Videos such as cartoons, movies and episodes involve students in classes, interact with classmates and increase interest, curiosity, enthusiasm, activeness and joy. They also become more confident and begin using language naturally. The browser becomes a doorway to entertaining and spectacular things during the lesson. Students involvement increases bringing the learners into the lesson and becoming stimulated and inspired in new ways.

3. Multimedia aids are available for improving listening, speaking, reading, writing skills, as well as pronunciation, vocabulary and grammar. The search tool can become an exciting means to develop educational skills. No doubt it is useful and productive to use multimedia technologies. Use what is available.

4. Based on the teacher interviews we conclude that it takes time to find relevant and suitable media. Making a list of the videos with ready tasks and activities or participating in workshops on how to use them in the lessons and sharing among faculty helps. It would be better for teachers to share audio-video materials with each other to enhance student English learning abilities.

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Appendix 1

Survey on using audio – visual media on the lessons

Teacher’s name _____

Work experience: _____

	# of participants	P. #1	P. #2	P. #3	P.#4	P. #5	P. #6	P. #7
1.	What kind of videos or audio – visual media do you use in the lessons?	The episodes from American English File, grammar videos.	Grammar videos for consolidation of studied material. Videos for watching and discussions	Short and related to the lesson.	The videos from course Home reading. After reading I find out the episode or some parts of the story. Students watch it and compare with the original text, discuss	Movies, cartoons, songs, educational videos, episodes.	Songs, movies, short educational videos.	Grammar videos (tenses, conditionals, modal verbs.) There are exact examples and schemes that help to understand

			analytical reading.		what they like and why, evaluate the same things and different things.			material.
2.	How often do you use them?	Due to the units from the book or topic.	According to the students' needs and to the theme of the lesson.	When it needs to consolidate the learned material.	After reading a story, once a week or two weeks.	Twice a week in one group.	Once a week.	Once or twice a month, it depends on the studying material.
3.	How much time does a lesson take?	From 30 minutes to 60 minutes	It depends on the situation. From 10 to 40 minutes.	Video is usually 5 minutes; it takes 30 or 40 minutes to practice	It takes 20-30 minutes including watching and discussions.	From 20 to 30 minutes.	From 15 to 30 minutes.	From 15 to 20 minutes, including watching and discussion of the examples from a video.
4.	How are the videos effective and productive?	They give chance to speak and practice language	They are always effective and productive.	Yes, they somehow are	Videos are extremely effective and help students to comprehend and interpret the plot, develop critical thinking and analytical skills. They actively discuss the difference between text and video. Also, they formulate the main ideas better and plot ideas.	Effective and productive. Students are interested in lessons and start being active	The results appear not suddenly, but after some time	They are effective for visual explanation of complicated themes.
5.	Do they help	Yes, they do.	Yes, they do. However	Videos are good to	Students get the material positively,	It depends on the	Students improve	Students get the material

	students to improve their language skills and abilities?	They help to improve all skills.	r, it depends on the skill the teacher wants. To improve.	illustrate main topics of lesson, never used in isolation	because they can imagine the plot, that it helps to consolidate their understanding.	aims of the lesson and tasks.	e their pronunciation and increase listening comprehension	positively, because videos help to understand the rules via examples.
6.	Do they engage students in the educational process?	Yes, they do.	Yes, they do. especially at the moment of watching.	If the tasks are prepared in an appropriate and logical way.	They actively discuss the difference between text and video. Also, they formulate the main ideas better and plot ideas.	Yes, they do.	Yes, they do.	Students produce the material practicing, when they use written or oral speech.
7.	How do you find them?	YouTube, books	YouTube and Instagram.	Mainly YouTube	YouTube	YouTube	I use different sources. It depends on the goals and students' level.	YouTube
8.	What criteria do you use while searching the videos?	Keywords, topics.	The topic of the lesson, the grammatical rule and the name of the story we have read.	Search key terms related to lessons	Video must be close to original text, have clear telling and be not long. (15-20 minutes)	The topic of the lesson or theme of material	Key words.	The time if the video 10-15 minutes (explanations, examples, appropriate vocabulary due to level of students)
9.	How much time do you use for searching	1 hour	Two hours.	It depends, can go down a rabbit hole sometime	15-30 minutes, it depends on accessibility online to define the story.	From 30 minutes to 3 hours	One or two hours.	for 10-20 minutes, it needs to find a video on the topic and level

	videos?			s				of students.
10	What is the best thing about using audio – visual media in the lessons?	It varies a lesson	It enhances interest, engagement and retention.	It helps to understand complex grammar structures.	Understanding of stories is deep.	Increasing motivation	Developing students' skills.	High level of appreciation of material.
11	What is the worst thing about using audio – visual media in the lessons?	Not always helps. It distracts attention.	Students sometimes pay attention to illustrations and sounds, so they don't get the taught material.	I might start depending on technology.	Not all videos are appropriate.	Not enough time to work on videos during lessons	Long time for searching.	Time for searching takes much time. Not often are used, because of the plan of the lessons.
12	What suggestions do you have for using audio – visual media in the lessons?	Use more, but it is lack of time, because of the syllabus	Practice watching videos appropriately to the objectives of the lesson, not just vary it.	Engage students to answer the questions and discuss after the watching	Watch a lot of videos to find the best and appropriate for a lesson	Try different kinds of videos	See more than once a week in one group.	Make students' own presentations or videos

Appendix 2

FIG. 1. EFFECTIVENESS OF USING AUDIO - VISUAL MEDIA ON THE LESSONS

