Multimedia in Language Learning

Practical Classroom Applications

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BEREKET ELT Archive



Seminar aims

Choose media for a clear language aim

Build opportunities for learner response

Adapt one task for your own class



Your classroom experience

Which media do you already use?

What do learners do with them?

What would you like to improve?



What multimedia includes

Text and pictures

Audio and video

Navigation and learner response



The language aim

What should learners understand?

What should learners say or write?

How will we check the result?



Teacher prepared resources

Materials suited to the class

One activity in clear view

Replay and answer checking



Learner participation

An individual response first

A reason to compare ideas

Feedback after the attempt



A manageable lesson sequence

Before: prepare for the task

During: focus attention

After: use the language



Picture demonstration



What can you see?

What details support your description?

Where might this flower be growing?

Picture follow up

Describe the flower to a partner

Compare it with a plant you know

Write a caption for the picture



Listening demonstration

Mina: Shall we water the garden now?

Ali: Let’s wait until the evening.

Mina: Good idea. I’ll bring the watering can.



Listening questions

What are the speakers planning?

When will they do it?

Who will bring the watering can?



Listening answer check

They are planning to water the garden.

They will do it in the evening.

Mina will bring the watering can.



Video classroom routine

Predict from a still image

Watch for one specific purpose

Pause for a learner response

Review and explain



Reading and vocabulary

A picture to establish context

A short text with a clear purpose

Vocabulary help when needed



Student created multimedia

A familiar topic

A few original photographs

Short captions or narration

Questions for classmates



Language across the curriculum

Listening: identify and respond

Speaking: describe and explain

Reading: find and interpret

Writing: create and revise



Clear multimedia design

Readable text

Relevant pictures

Manageable information

Simple controls



Learner access

Transcript after listening

Captions when appropriate

Time to replay and respond

A printed or offline alternative



Practical limitations

Preparation takes time

Equipment may fail

Too much media can distract

Learners may need guidance



Resource evaluation

Does it meet the language aim?

Can learners use it easily?

Does it invite a useful response?

Can the teacher check learning?



Participant design task

Choose your class and language aim

Select one or two media

Plan the learner response

Decide how to check it



Reflection and classroom action

One activity to adapt

One design choice to improve

One learner response to observe



Thank you

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