Multimedia in Language Learning Speaker Notes

Seminar 16 | Halis Bereket | BEREKET ELT Archive

Full speaking notes aligned with the 24-slide presentation. Demonstrations and participant instructions appear at the point where they are used.

Slide 1 Multimedia in Language Learning

Welcome. This seminar explores how we can combine pictures, text, audio and video to support language learning. I will draw on the materials I prepared for my own classes and show how a simple presentation can become a resource that learners use actively. Our focus will be the language task, the learners' response and the teacher's decisions.

Slide 2 Seminar aims

By the end of the session, participants will have a simple framework for selecting media and planning a classroom task. We will examine a picture activity, a listening task and a short video routine. We will also consider a small project in which learners create their own material. During the workshop, you will design one task for a group you actually teach.

Slide 3 Your classroom experience

Before we look at examples, think about your present practice. You may use a photograph, an audio recording, a film scene or a presentation. Tell a partner what your students do while the material is on the screen or playing. A useful discussion question is whether every learner has a task and an opportunity to respond. Invite two participants to share one successful activity.

Slide 4 What multimedia includes

Multimedia combines different kinds of material within a learning experience. A slide may include a photograph and a question. A listening activity may combine a recording, a replay control and a short task. An interactive resource can let learners choose a section or check an answer. A simple presentation can be enough when its elements work together to support a clear purpose.

Slide 5 The language aim

Begin with the language aim. For example, learners may practise describing an object, understanding a request or retelling a sequence. Choose media that help them carry out that task. Decide what evidence you will collect, such as a pair conversation or a short written response. This makes the purpose of each picture, recording or video easier to explain and evaluate.

Slide 6 Teacher prepared resources

In my classroom materials, I brought the activity and its recording together in a presentation. I could replay the relevant audio without searching for another file. I also used clicks to reveal vocabulary explanations or answers after students had responded. Keeping one activity in view helped me direct attention. These are practical design choices that participants can adapt to their own materials.

Slide 7 Learner participation

A resource needs an accompanying task. Give learners time to think or write before collecting answers. They can then compare with a partner and explain differences. Reveal a model answer after the attempt, and ask which part of the material supports it. This routine gives the teacher more information about understanding than asking only one confident student to answer.

Slide 8 A manageable lesson sequence

Before the material, activate relevant knowledge and explain the task. During it, give learners a specific reason to look or listen. Afterwards, ask them to use the information in speaking or writing. Keep the initial task manageable. A second viewing or listening can support a more detailed question. The follow-up should connect naturally with the material rather than introduce an unrelated exercise.

Slide 9 Picture demonstration

This photograph comes from my picture collection. Give learners half a minute to observe it. Ask them to describe visible details before they make guesses about its setting. For an A2 group, provide words such as petal, leaf and stem. A more confident group can discuss why people photograph ordinary things in nature. Accept reasonable interpretations when learners can explain the details they used.

Slide 10 Picture follow up

The same image can support different tasks. One learner may describe it while a partner listens and adds a detail. Learners can compare it with a plant near their home or school. They can also write a caption and explain their choice. Select the task that fits your group. The aim is a meaningful response to the picture, with language support where needed.

Slide 11 Listening demonstration

This is an original short dialogue for a demonstration. Ask participants to listen while you read it naturally, or record it in PowerPoint before delivery. For the first listening, hide the transcript and ask what the speakers are planning. For the second, ask when they will do it and who will bring the watering can. Display the transcript after the listening attempts. The supplied presentation contains the text, without a recorded voice.

Slide 12 Listening questions

Allow learners to answer individually before they compare with a partner. Replay or reread the short dialogue if necessary. Ask participants to identify which question checks the main idea and which checks a detail. Do not show the answer slide yet. Invite learners to explain the words that helped them answer, then advance to the model answers.

Slide 13 Listening answer check

The answers appear after the learners' attempt. Check meaning and invite students to correct their own responses. If learners disagree, return to the dialogue and listen again. A follow-up can ask pairs to plan another helpful activity together. Supply a beginning such as Shall we help with the garden? Learners then choose a time and decide what each person will do.

Slide 14 Video classroom routine

Choose a short video segment that you are entitled to use and that fits the class. Show a still image first and invite predictions. Give one clear viewing question. Pause at a useful point for learners to describe, predict or discuss. Watch again if a detail needs checking. A useful extension asks learners to retell the sequence or explain a character's helpful decision.

Slide 15 Reading and vocabulary

For reading, a picture can establish a setting before a short text. Ask a question that requires learners to read for meaning. Vocabulary support can appear after an initial attempt, when learners need it. Avoid placing every explanation on the first screen. In my materials, a click could bring up a word explanation. Participants can adapt this approach using separate slides or simple hyperlinks.

Slide 16 Student created multimedia

Learners can create a short presentation about a familiar subject, such as plants in their neighbourhood or a helpful classroom routine. Ask for a few original photographs and short captions or a brief narration. Their classmates should have a task, such as asking questions or identifying a useful idea. Assign manageable roles in a group and keep the project small enough to complete within available time.

Slide 17 Language across the curriculum

The archive examples show a broad range of classroom uses. Multimedia can support listening, speaking, reading and writing, as well as vocabulary and pronunciation. We do not need to demonstrate every category in one seminar. Select a few activities that make the method clear. The same planning framework can then guide participants when they apply it to another skill or topic.

Slide 18 Clear multimedia design

Make each screen easy to understand. Use text that learners can read from the back of the classroom. Select pictures that contribute to the task. Avoid adding decorative sound during a listening exercise. Keep instructions close to the activity and label controls clearly. Test the resource on the device you will use. A visually attractive presentation still needs a clear language task.

Slide 19 Learner access

Plan for learners who need more time or another way to access the material. A transcript can support checking after a listening task. Captions may help with a video when they fit the learning aim. Allow a replay where useful. Prepare a printed version of the task and an offline copy when possible. Ask learners what practical barriers they face when using resources at home.

Slide 20 Practical limitations

Teacher prepared multimedia takes time, especially at the beginning. Start with one activity and reuse a clear structure. Test the sound and the display in advance. Keep a backup task that works without a connection. Learners also need guidance when a resource offers many choices. Give them a purpose for exploring and a way to show what they have learned.

Slide 21 Resource evaluation

The original materials include extensive evaluation questions. For this session, we will use four central questions. Participants should examine purpose, ease of use, learner response and evidence of learning. Ask them to apply these questions to one demonstration. A resource may look appealing yet need a stronger follow-up. Evaluation should lead to a concrete change that makes the activity easier to use or more purposeful.

Slide 22 Participant design task

Work with a partner to design a short activity for a class you teach. Name the level and a specific language aim. Choose one or two media and explain what learners will do before, during and after using them. Include a way to check understanding and a backup if the equipment fails. Give participants eight minutes to plan and two minutes each to share with another pair.

Slide 23 Reflection and classroom action

Invite participants to name one activity they will adapt and one change they will make to their materials. Ask what learner response they will observe to judge its usefulness. They might look for fuller descriptions, more accurate detail in a listening response or better questions during a student presentation. Encourage a small trial and a brief reflection after the lesson, followed by revision of the resource.

Slide 24 Thank you

Thank you for taking part. The accompanying notes provide the practical steps, classroom adaptations and evaluation questions used in this seminar. I hope the examples encourage you to prepare a manageable resource for your own learners and share useful classroom ideas with colleagues.