

IMEM – Interactive Multimedia Educational Module

KWON Hyejung

(Asian School III, Defense Language Institute Foreign Language Center, CA 93940, US)

Abstract: The primary reason for developing the Interactive Multimedia Education Module (IMEM) was to support instruction and to assist learners to achieve the newly enhanced goal 2+, 2+. 2 for the standardized Defense Language Proficiency Test (DLPT) at the Defense Language Institute (DLI). The proficiency Enhanced Program (PEP), the new initiative to improve proficiency level, poses challenges to both learners and teachers. Currently, the number of students who are recycled due to the pace of program is higher than we expected. The afore-mentioned learning module aims to bridge this gap by providing support for visual analytical students with a GPA below 3.5. It incorporates multimedia files, imported via Camtasia Studio 4, that contain a variety of interactive activities with instant feedback for all activities. Based on student feedback, IMEM proves to be an effective learning tool in that it provides more learner autonomy, interactivity, and motivation.

Key words: Interactive Multimedia; effective learning module; Instructional strategies

A. Introduction

Background on project

In my original instructional design (ID) I planned to develop third semester lessons using a video iPod to reinforce self-paced learning. For example, first, students begin to brainstorm on the topic of accidents and crimes to make a list of related vocabulary. Next, they listen to two video news reports on the same topic using their video iPods while analyzing the first sentence, which is usually the main idea. They then analyze the supporting details to find out the subject, object, verbs, etc. When students finish the listening portion they create their own news report by combining the two real news reports. Finally, they report it to the class.

However, usability testing results showed that although watching multimedia files using a video iPod was quite interesting, transcription and translation on paper activities were not fun for learning. Therefore, I decided to create a new ID—a multimedia language learning module. It will incorporate multimedia files using Camtasia Studio 4 that contains a variety of questions such as matching, fill-in the blanks, multiple choice questions, and short answer questions. Camtasia Studio 4 is a solution for videos and presentations.

Problem description

At the Defense Language Institute there are several foreign language schools, such as Asian School I, II, and III. Asian School III is referred to as Korean II. Among the Asian Schools, Korean II started the first two Proficiency Enhanced Program (PEP) classes in July of 2005. The academic goals for those two classes were for the enrolled students to score at minimum a 2+ in listening and reading and 2 in speaking from the standardized Defense Language Proficiency Test (DLPT). This standardized test is given to all students upon completion of the Korean program in order to measure the overall effectiveness of the program and also to identify problematic areas dealing with the materials or the instructors.

Initially the DLPT requirements were a score of 2 in listening and reading, and a score of 1+ for the OPI. However, over the years the Defense language Institute has raised their proficiency requirements to 2+ in listening and reading. Their primary reason has been to challenge the students and better prepare them for the real world, which in turn will guarantee successful performance at their future jobs.

Therefore, the school administration has come to the conclusion that the PEP classes need to be smaller in size, providing a better ratio of teacher to students. In light of this the administration has begun a campaign of hiring new Korean teachers and have invested a great deal of money to pursue the goal of graduating students with the minimum score of 2+ in listening/reading and a 2 on the OPI. The statistical data has shown that the PEP classes do not show any better performance than regular classes. There are also roll-back issues where a PEP student is sometimes rolled back into a regular class or becomes sick due to unforeseen situations resulting in a PEP class of only 2-3 student in one section.

To point out the problem and reduce the gap between the expected and the current performance, I conducted an interview with my department chair. He acknowledged the issues with the students' motivation and outdated textbook. Therefore, our school needs teaching materials that motivates students and use up-to-date authentic multimedia files that correspond to the school curriculum.

Target audience and context

There are 4 teachers per PEP team with 12 students divided into two sections where each section consists of 6 students. The students' ages range from early 20s to late 30s and although most of them have had prior foreign language learning experiences during high school such as learning Spanish or French, none have had the experience of learning Korean. Often the students do not choose to learn the Korean language, rather it is chosen for them by their employers. Therefore, their willingness and motivation to acquire the language is sometime mixed.

The context will be based on the Korean Basic Course textbook focusing primarily on Unit 14 Chapter 53 on Natural disasters. The lesson topic is Hurricane Wilma.

Consequently, the students have an ambivalent attitude towards learning the Korean Language.

Literature

The reasons for developing multimedia language learning modules are that, first, multimedia motivates students. According to the learning style and strategy survey conducted by our school, more than 50% of the students are visual learners. Students show an improvement in learning by watching movies and taking notes. Also, an experiment conducted by Kathryn Matthew (1997) showed that comprehension is increased by the multisensory environment of the interactive CD-ROM storybooks and perhaps motivation to read electronic texts is also increased. Second, multimedia helps retain the learning longer. According to Elizabeth Hanson-Smith (1999), listening to voices in a visual context can create stronger memory links than can voices alone. Lastly, it can lower anxiety. Because learning with multimedia CD-ROM makes the learning self-paced it lowers anxiety. Elizabeth Hanson-Smith (1999) stated that adult learners are so happy with The Rosetta Stone (1995) because it is patient, impersonal, and impassive; these features are great for adult learners who may be self-conscious about having to learn a new language.

The major principle in designing the activities in the modules is the lesson should be interactive. Hanson-Smith (1999) stated that the Internet provides a number of free, authentic listening resources that are particularly appropriate as input for intermediate to

advanced learners, and the teacher must devote time to preparing activities or tasks that promote the learners' interaction with the materials.

In addition, every activity provides instant feedback. Learners need enough time to complete their tasks and sufficient feedback to succeed; the general principles of assessment remain the same, regardless of what tools students are using to learn. (Egbert, 1999).

The delivery of this lesson module will be CD-ROM and online because Schofield's (1995) study of computer use found that computer use enhances students' motivation. The reason for this is that computers increase challenge, control, curiosity, and fantasy that allows for personalization of one's work. In addition, learner autonomy is supported.

For full autonomy, a learner must be able to control the content and the structure of the learning, including the time, the pace, the path to the goal, and the measurement of success. Most current computer software gives users full control over the pace of learning, and learners can choose often and how long to work on a particular program. (Healey, 1999)

B. Solution Description

Goal of the project

As stated earlier, the goal of PEP classes is to achieve minimum DLPT score of 2+, 2+, 2 and for the students to achieve real proficiency in Koran in order to perform their duties exceptionally. According to Interagency Language Roundtable (ILR) level descriptions, Listening 2+ is the hardest skill for students to acquire. Once acquired they should be able to understand most routine social demands and most conversations pertaining to work requirements as well as some discussions on concrete topics related to particular interests and special fields of competence. In this ID the goal of the lesson is to achieve 2, 2, 1+ because the lesson unit is only in the second semester. Achieving this goal in second semester will lead students to the PEP goal of 2+, 2+, 2 at DLPT.

Instructional strategies and justification for the strategies

Harold D. Stolovitch discovered the following essential elements for creating

effective and efficient learning: (p. 68)

- ❶ Letting the learners know why the learning is beneficial to them
- ❷ Helping the learners clearly understand in a meaningful way what it is they will be learning
- ❸ Creating structured activities and information that facilitate acquisition of targeted skills and knowledge
- ❹ Building into the learning some opportunities for frequent and meaningful responses
- ❺ Providing appropriate, corrective, and confirming feedback with respect to learner responses
- ❻ Including appropriate intrinsic and extrinsic rewards, which each learner's values, to enhance the pleasure of the learning process and its successful outcomes.

Five-Step Model for Structuring Training:

Rationale ➦ Objectives ➦ Activities ➦ Evaluation ➦ Feedback

As for the activities, according to Bloom's learning domains the cognitive domain has six hierarchical levels, beginning from the simple and building to the most difficult. The six hierarchical levels are as follow: knowledge (recall of data), comprehension (understanding information), application (applying knowledge to a new situation), analysis (separates information into part for better understanding), synthesis (builds a pattern from diverse elements), evaluation (judges the value of information). The lesson activities will include all six levels beginning from the easiest to the most difficult.

Media components

Internet video news related to the topics on Korean textbook Unit 14 Chapter 53 Natural Disaster, Hurricane Wilma, will be captured by Camtasia 4 and will be saved as wmv file. It then will be inserted into Camtasia 4 software. Also, the module will include interactive activities such as multiple choice questions, fill-in-the blanks using Camtasia 4.

Challenges

The biggest challenge I encountered was with the technical problems. The primary

software that I planned to develop for the multimedia Korean language learning modules was Adobe Captivate 2. Adobe Captivate 2 was a solution for capturing screens and videos but caused many problems when I tried to insert captured files into the software. It did not play the videos correctly and the computer suddenly shut down while publishing the finished .swf file. Also, it took too long to publish the .swf file when I embedded the video files.

In order to resolve the issue I replaced the primary software with Camtasia Studio 4. In the beginning I planned to use Camtasia Studio 4 for the purpose of only capturing online news, but later I found out that it also provides functions that make developers create interactive activities, such as multiple choice question, short-answer questions, and fill-in-the blanks. Because I did not know how to use Camtasia Studio 4 except for the capturing function, I visited the Techsmith official website, which provided free online tutorials on Camtasia Studio 4. I watched all the lessons and revised my instructional design. Camtasia Studio 4 is a very stabilized solution for creating online materials. It took less time to publish all saved files and was easy to create activities.

However, there are a few problems that I was not able to resolve. First, the buttons did not function well. In order to solve the problem, I republished the files several times but some buttons still did not work properly. As a result, the users have to use the player buttons to move to the next screen when the buttons do not function well. Second, the preview does not show activities such as multiple choice questions. In order to see the activities I first need to publish as .swf or .flv files and then fix the original file. It was very inconvenient for making activities. Also, it did not provide matching and true/false activities that I planned in the beginning.

I am still looking for a solution that can resolve all the above issues and I am considering writing action scripts, which I do not know yet.

C. Procedure

Design and development of project

The sequence of the modules sections are as follows: Introduction, lesson goals, grammar, vocabulary, reading, listening, writing, assessment, and more news.

The introduction explains the benefits of using Multimedia Language CD-ROM. Lesson goals tell the users what they are expected to learn from this module. The

grammar part provides the basic grammar rules with sample sentences using the grammar feature in PowerPoint Presentation. The vocabulary includes PowerPoint Presentation and sound. At the end of the vocabulary section students will take the multiple choice questions with feedback. Also, the vocabulary section is longer than other section, so it includes a movie preview in the middle of the vocabulary lesson. There is another advertisement at the end of reading section to hold the learners' attention. The reading section starts with vocabulary and users will answer multiple choice questions. After reading the news article students will answer the content questions. The listening section will play a video clip on Hurricane Wilma. It will play again but between paragraphs it will give short answer questions with feedback. In the writing section students will be required to write a news report on the news topic using the vocabulary and the grammar feature in this lesson. Finally, users will take an assessment test to evaluate their learning. At the end this module provides more news related to Natural disaster such as earthquake, heavy heat, flood, forest fire, etc.

D. Resource

The computer is a Pentium 4 processor 532 and operates 3.06 GHz, 533 MHz FSB, 1 MB L2 Cache. The software to be used is Adobe Audition 1.0. Camtasia Studio 4, PowerPoint, Adobe Photoshop CS3, Crazy talk 4 (a solution for creating animated talking messages), and SnagIt 8 (a solution for capturing).

E. Timeline

1. Milestones and Completion Dates

Milestones	Expected Completion Date
Introduction	June 22, 2007
Goal	June 24, 2007
Module 1	June 27, 2007
Module 2	June 30, 2007
Module 3	July 4, 2007
Module 4	July 8, 2007
Module 5	July 11, 2007

Module 6	July 14, 2007
Module 7	July 18, 2007
Formative Evaluation	July 27, 2007
Final report	July 30, 2007

2. Major Deliverables

- (1) 7 lesson modules
- (2) The teaching modules can be delivered on CD-ROM and online.

F. Implementation Procedures

Steps involved in the testing

Prior to the implementation of the usability test, I submitted the testing request on July 23 1:00 pm on Monday and received approval from the school research review board 2:40 pm on Friday, July 27, 2007. The testing was conducted on the 7th hour of the instruction time period on the same day. The mandatory instruction ends on the 6th instruction hour. The 7th hour is voluntary hour. So, I asked students who finished Unit 14 Chapter 53 to volunteer for this testing. There were 6 students who volunteered to stay at school to participate this testing. They took the handouts for this testing and found a testing place where they each have a computer with the Internet connection in a classroom or school library, and brought back the results to my office. They read and followed the instruction on handouts.

Testing tool used for usability

Assessment tools

I am designing multiple choice and short answer questions for vocabulary, reading, and listening lessons. Multiple choice questions are used to measure learners' recall knowledge. (Dolruedee'Tang' Suppacheewa). The reason I chose multiple choice questions is that the goal of my instructional design is to reach 2 in listening, 2 in reading,

and 1+ in speaking at DLPT and the format for listening and reading of DLPT 5 is multiple choice and content questions . Also, the unit test format for third semester curriculum is multiple choice questions and short answer questions. Hence, I believe that it would be benefit for students to be assessed with the same types of assessment of DLPT 5.

Knowledge to be tested

At the end of vocabulary lesson, there will be five multiple choice questions.

Question 1. Which one is correct English word for 대피령?

- a) Damage
- b) Emergency authority
- c) Evacuation order
- d) Landing

Answer: b

Question 2. Which one is correct English word for 예상되다?

- a) To add additional remarks
- b) To issue
- c) To be under water
- d) To be expected

Answer: d

Question 3. Which one is correct word for 침수되다?

- a) To be under water
- b) To die
- c) To be broken
- d) To be injured

Answer: a

Question 4. Which one is correct English word for 폭발하다?

- a) To die
- b) To be continue
- c) To be injured
- d) To explode

Answer: d

Question 5. Which one is correct English word for 휴양지?

- a) Heavy rain

- b) Landing
- c) Alert
- d) Resort area

Answer: d

Right after reading vocabulary list there will be four short answer questions. The users need to type in with the equivalent English word.

Question 1. 치솟다

Answer: to go up fast; to soar

Question 2. 폭염

Answer: heavy heat

Question 3. 가뭄

Answer: drought

Question 4. 무더운

Answer: heavy heat

After reading a news article there will be four short answer questions.

Question 1. “2005 년은 두 번째로 더운해” Translate the title.

Answer: 2005 Is The Second Hottest Year

Question 2. What is the main idea? Hint: Read the first sentence.

Answer: 2005's average temperature in the world is the second hottest year in the history.

Question 3. Which storm was the strongest one in the history?

Answer: Hurricane Wilma

Question 4. It says that the temperature increased. What are the reasons? List at least 2.

Answer: drought and heavy heat

In the listening lesson there will be four short answer questions.

Question 1. What is the main idea?

Answer: Hurricane Wilma hit Ucatan peninsula in Mexico and there were human life and property damages.

Question 2. How big the human damage in the area of south of Cancun?

Answer: 2 people died and 5 injured. The windows were broken and many places were under the water.

Question 3. What is the reason for the death in detail?

Answer: A gas barrel fell from the top of the building and exploded.

Question 4. What is expected tomorrow?

Answer: Florida will have a hurricane alert and some part of the southern area will have

evacuation order.

In the assessment section 4 question on reading and listening passages they have learned from these learning modules.

Question 1. What is Wilma?

Answer: It is the name of Hurricane.

Question 2. Where did it hit?

Answer: Yucatan peninsula in Mexico

Question 3. What are the damages?

Answer: 4 people died and thousands of houses damaged in Cancun.

Question 4. What does it say about 2005?

Answer: It was the second hottest year worldwide.

Question 5. What are the reasons for the record?

Answer: drought and heavy heat

Question 6. Write the English word for “지구 온난화”?

Answer: Global warming

Task analysis

1. Introduction: Reasons for developing Multimedia Language Learning Module
2. Lesson goal: Users will be able to report news on Hurricane Wilma.
3. Module 1: Grammar: Watching lesson file
4. Module 2: Vocabulary: Multiple choice questions with feedback after watching lesson file.
5. Module 3: Reading: Reading lesson file and complete the short answer question with feedback.
6. Module 4: Listening: Watch lesson file and complete the short answer question with feedback.
7. Module 5: Writing: Writing a news report on the lesson topic using all the grammar feature and vocabulary.
8. Module 6: Assessment: Complete the short answer questions with feedback.
9. Module 7: More News: Watch more news on Natural Disaster.
10. The End

For the purpose of usability testing students have to follow the steps below:

Step 1 Go to <http://capstone.hjkwon.com>

Step 2 Wait a couple of seconds to download the module from the website.

Step 3 Complete the lesson and sign on the consent form.

Step 4 Complete the questionnaire

Step 5 Submit it to the researcher.

Testing context

The introduction part tells the users reasons for designing multimedia language learning modules.

1. Comprehension is increased by the multisensory environment of interactive CD-ROM storybooks and perhaps the increased motivation to read electronic texts.
(Kathryn Matthew, 1997)
2. Listening to voices in a visual context can create stronger memory links than voices alone can. (Elizabeth Hanson-Smith, 1999)
3. Learning with multimedia CD-ROM makes the learning self-paced and it lowers anxiety.

The goal is for students to be able to report news on Hurricane Wilma in Korean.

The grammar lesson module shows the rules to express “contracted quotation” and “mostly/ likely/probably (colloquial)” followed by sample sentences.

Verb stem + 대요. (It is said that...)

래요. (It is ordered/told that...)

재요. (It is suggested that...)

대요. (It is questioned that...)

Mostly, likely, or probably (Colloquial)

Verb stem + (으)ㄹ 텐데(요)

Vocabulary lesson module introduces Korean words in the Korean video news on Hurricane Wilma with English meanings with voice sounds followed by example sentences using the grammar patterns for this lesson, which are listed below.

Word in Korean	Word in English	Word in Korean	Word in English
강풍	Strong wind	떨어지다	To fall down
폭우	Heavy rain	폭발하다	To explode
계속되다	To go on	숨지다	To die
사망하다	To die	다치다	To get injured
관광지구	Tourist area	밝히다	To disclose
가구	Household	깨지다	To be broken
침수되다	To be under water	덧붙이다	To make additional remarks
피해	Damage	상륙	Landing
재해당국	Disaster authority	예상되다	To be expected
휴양지	Resort area	주의보	Alert
가스통	A gas barrel	발령되다	To be ordered
대피령	Evacuation order	내려지다	To be issued

The reading lesson module shows a news article titled “2005 Is The Second Hottest Year in the History.” The first paragraph is about 2005’s average temperature in the world is the second hottest year in the history. The second paragraph provides detailed information on the news. For example, the Northern hemisphere average temperature is 0.65 °C higher than the average temperature in 1961-2000. In the Southern hemisphere, 2005 will be the fourth hottest year. In Australia, this year’s temperature was the hottest in the century. It then says that the reason for the temperature rise is due to unusual weather like drought and heavy heat. Unusual weather then caused natural disasters such as Tsunamis. Then, it says 14 tropical storms turned to hurricane. Hurricane Wilma struck Florida in October and it turned out to be the strongest one in the history. Lastly, it says that it is assumed that global warming affected these unusual weather phenomena, but it is not known for the scientific reason for this happening.

Listening lesson module topic is “Wilma hit Mexico.” The news says that in the Ucatan peninsula in Mexico where hurricane Wilma hit, 4 people died and thousands of houses damaged in Cancun and tourist area because of strong wind and rainfall. Also, an area 8 km from South of Cancun, a resort area, a gas barrel fell from the top of the building and exploded. As the result, 2 people died and 5 injured. Also, the windows were broken and many places were under the water. Lastly, it says tomorrow Florida will have a hurricane alert and some part of the southern area will have evacuation order.

Audience Analysis

6 students participated in this usability testing.

Survey Items		Responses
Gender	Male	5
	Female	1
Age	18-25	4
	26-35	2
Military Service Type	Air Force	4
	Army	1
	Marine	1
	Less than 1 hour	3

Studying hour except Overall GPA	More than 1 hour	3
	3.0-3.5	4
	Above 3.5	2
Learning Styles	Global	1
	Analytic	5
Learning Strategies	Auditory	1
	Visual	4
	Kinetic	1
Needs	Listening	3
	Speaking	1
	Grammar	1
	Vocabulary	1

G. Results

Findings from Evaluation

Item 1	The lesson was easy to navigate				
Scale	Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree
Response		2	1	3	
Item 2	The sound and video quality were good.				
Scale	Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree
Response				2	4
Item 3	The lesson responded to my needs.				
Scale	Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree
Response			3	2	1
Item 4	The lesson was interactive.				
Scale	Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree
Response				3	3
Item 5	The objective of the lesson was easy to understand.				
Scale	Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree
Response		2	1	1	2
Item 6	The lesson instructions were was easy to understand				
Scale	Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree
Response		1	2	2	1
Item 7	The feedback from each activity was helpful.				
Scale	Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree

Response	1		3	2	
Item 8	The materials were helpful.				
Scale	Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree
Response				5	1
Item 9	I felt more confident about my ability to learn Korean after completing the lesson.				
Scale	Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree
Response		1	2	3	
Item 10	Overall, the lesson was helpful.				
Scale	Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree
Response		1	1	2	2

Item 11. Which activity was the most helpful?
Responses
<p>Listening was very helpful.</p> <p>Video news clips with pauses for questions.</p> <p>The news listening was good. The listening portion was ok.</p> <p>Vocabulary section. News Video</p> <p>Hearing & reading. The vocab words.</p> <p>Listening</p>

Item 12. Please write any other comments, concerns, or recommendations.
Responses
<p>Part 2 of the objectives “voices” have typos. The writing portion of the exercise didn’t seem very clear to me. (This is probably due to my lack of Korean.)</p> <p>The canned answers were too big, so sometimes it was difficult to read the whole things.</p> <p>There were a few problems with navigation and when the questions came out. Also, if the definitions were just a bit off they were counted a incorrect. What I could really use is some grammar drills like a sentence scrambler where you have the sentence in English and you have to put the provided words in the correct order.</p> <p>Be more specific with questions.</p> <p>I feel that the transitions need to be worked on-too chappy.</p> <p>The biggest problems were technical. The player didn’t work a lot & sometimes I had to try something several times before it would work.</p>

Indications of Findings

The things that did work well were the quality of multimedia, meeting the learner needs, interactivity between user and the modules, helpful materials, and overall helpful lessons. Compared to my previous usability testing for Video iPods to teach current news, it is much more successful in terms of the effectiveness of these lesson modules. All the users mentioned that the materials and lessons were helpful. Especially, the users liked the vocabulary and listening lesson modules.

The things that did not work well were objectives, instruction, and navigation. One student mentioned that the biggest problem was a technical one. He wrote that he had to try something several times before it would work. I found the problem before the usability testing, so I wrote that users need to use the player button in case the button does not work. I asked him why he did not use the player as it was instructed on handout and he mentioned that he did not know that. So, I think he did not read the instructions carefully. But still there were other technical the problems with transitions. I think I need to find better software for creating learning modules to solve the technical problems. Also, I gave the instructions in Korean which was difficult for all students to understand. So, I would change the instruction into English next time.

With the users feedback I would like to make changes in four areas. First, solve the technical problem finding better software to create lesson modules. Second, give instructions in both Korean and English to give clear instructions. Third, make questions more specific so that students give the correct answers to the questions. Lastly, provide more varied activities for grammar lessons.

H. Conclusion

The goal of this learning module is to support instruction to assist in achieving a proficiency level of 2 in listening, 2 in reading, and 1+ in speaking at the Defense Language Institute. There are several principles that I selected for multimedia enriched language learning modules. First, multimedia motivates students. Second, it helps retain the learning longer. Third, it can lower anxiety. Last, learners can have full autonomy because it gives full control over the pace of learning.

The usability testing results showed that the users received support from the listening, reading, and vocabulary activities in these modules. Based on the users response this learning module will be revised using a different solution to solve all the technical problems that occurred during usability testing.

Appendix I

Capstone Project: Multimedia Language Learning

***** Steps *****

1. Go to <http://capstone.hjkwon.com>
2. Wait a couple of minutes to download the lesson module.
3. Start
4. When the button does not work
 - 1) Wait a couple of more minutes
 - 2) Click the button of the player
 - 3) Move the bar of the player
5. Complete the lesson
6. Sign on the consent form
7. Fill out the questionnaire
8. If you have any question, email me to kwonsmile@hjkwon.com
9. Submit your iPod recording, consent form, and the questionnaire to your team leader.
10. Thank you for your participation!

Appendix II

Multimedia Language Learning Evaluation Questionnaire

Item 1. Gender:

☐

Male

☐

Female

Item 2. Which of the following categories includes your age:

☐

Under 18

☐

18 - 25

☐

26 - 35

☐

36 - 45

Item 3. What is the highest level of education you completed:

☐

High School

☐

University/College

☐

Postgraduate

☐

Vocational training

Item 4. What service are you in?

☐

Air Force

☐

Army

☐

Marine

☐

Navy

Item 5. How many hours do you study after school except homework?

☐

Less than 1 hours

☐

More than 1 hours

Item 6. What is your overall GPA?

- ☒ Below 3.0
- ☐ Between 3.0-3.5
- ☐ Above 3.5

Item 7. Which one describes your learning style?

- ☒ Begin with details to gradually build an understanding of the overall concept
- ☐ Begin with the overall concept and fit in the details gradually

Item 8. Which one do you prefer?

- ☒ I prefer to learn by listening
- ☐ I prefer to learn by seeing
- ☐ I prefer to learn by using a hands-on or whole-body-movement approach
- ☐ Other

Item 9. Which language skill do you need to improve the most?

- ☒ Listening
- ☐ Reading
- ☐ Writing
- ☐ Vocabulary
- ☐ Speaking
- ☐ Grammar

Item 10. The lesson was easy to navigate.

- ☐ Strongly disagree
- ☐ Disagree
- ☐ Neither disagree nor agree
- ☐ Agree
- ☐ Strongly agree

Item 11. The sound and video quality were good?

- ☐ Strongly disagree
- ☐ Disagree
- ☐ Neither disagree nor agree
- ☐ Agree
- ☐ Strongly agree

Item 12. The lesson responded to my needs.

- ☐ Strongly disagree
- ☐ Disagree
- ☐ Neither disagree nor agree
- ☐ Agree
- ☐ Strongly agree

Item 13. The lesson was interactive?

- ☐ Strongly disagree
- ☐ Disagree
- ☐ Neither disagree nor agree
- ☐ Agree
- ☐ Strongly agree

Item 14. The objective of the lesson was easy to understand.

- ☐ Strongly disagree
- ☐ Disagree
- ☐ Neither disagree nor agree
- ☐ Agree
- ☐ Strongly agree

Item 15. The lesson instructions was easy to understand.

- ☐ Strongly disagree
- ☐ Disagree
- ☐ Neither disagree nor agree
- ☐ Agree
- ☐ Strongly agree

Item 16. The feedback for each activity was helpful?

- ☐ Strongly disagree
- ☐ Disagree
- ☐ Neither disagree nor agree
- ☐ Agree
- ☐ Strongly agree

Item 17. The materials were helpful?

- ☐ Strongly disagree
- ☐ Disagree
- ☐ Neither disagree nor agree
- ☐ Agree
- ☐ Strongly agree

Item 18. I feel more confident about my ability to learn Korean after completing the lesson.

- ☐ Strongly disagree
- ☐ Disagree
- ☐ Neither disagree nor agree
- ☐ Agree
- ☐ Strongly agree

Item 19. Overall, the lesson was helpful.

- ☐ Strongly disagree
- ☐ Disagree
- ☐ Neither disagree nor agree
- ☐ Agree
- ☐ Strongly agree

Question 21. Which activities were the most helpful?

Question 22. Please write any other comments, concerns or recommendations.

Appendix III

INFORMED CONSENT FORM

TITLE OF STUDY

Developing Effective Language Learning Module

RESEARCHER(S)

Ms. Hyejung Kwon

PURPOSE OF THE STUDY

The study is trying to seek students' feedback on the effectiveness of this learning module. The students' formative feedback will be used as data in developing the full learning modules.

WHAT YOU WILL DO

You will try out a learning module for Korean vocabulary, grammar, listening, reading, writing, and speaking as a homework assignment and fill out questionnaire about how you felt about using the learning module.

RISKS AND BENEFITS

Participation is completely voluntary and there will be no negative consequences of any kind for not participating in this study, or from withdrawing from it at any time. The researchers will share the results of the study with you, and you may be able to use this information for your own language learning process.

CONFIDENTIALITY

Your name or any other information that would identify you personally will not be mentioned in any reports or presentations on the results of the study. If the researchers should mention the responses of an individual student, they will refer to the student as "a student" or "student X."

MORE INFORMATION

If you have any questions or would like more information, please call the researcher(s) at 242-5624 or stop by bldg. 610, rm. 24.

I have read the above and I understand its contents and I agree to participate in the study.

Name **(please print)**

Date

Signature

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