Digital Multimedia Material Development for Teaching English for Physical Education Teacher Education Students: An Initial Study

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Abstract

The aim of this study was to develop simple English digital multimedia materials for Physical Education Teacher Education students. The method of the study was design-based research. The research procedures involved need analysis, draft design, material development, and initial implementation. The materials were created by using Powtoon application program. To discover the students' needs, the expert comments, and students' perspective of the materials, interview and focus group discussion were conducted. The data from interview and focus group discussion were analyzed inductively. The result of the study were simple materials for teaching English for Physical Education Teacher Education students for opening Physical Education class. The result showed that the students were enthusiast to have digital multimedia materials for learning. However, the materials still need improvement in relation to the technical aspect. This study concludes that teachers had a wide opportunity to create digital multimedia materials to motivate students to learn in a better classroom atmosphere.

Keywords: digital multimedia materials, English language materials, English for Specific Purposes, ICT, students' interests.

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Introduction

One of the central components in English as a Foreign Language (EFL) classrooms and teachers' professional lives is classroom material (Bouckaert, 2018). Therefore, providing a quality material is crucial. One of the ways to provide a quality material is by utilizing technology. Technology can enhance the quality of material development and syllabus design (Nguyen, 2008). One of the use of technology for creating a quality material is through providing digital multimedia. The availability of multimedia is a dynamic and challenging motivating factors in EFL classrooms (Amine, Benachaiba, & Guemide, 2012). It has a power to motivate learners to practice their language in a contextual situation, so that they could acquire the language (Zaim & Hum, 2016). Multimedia language teaching can be a practical way to get students involved in the language learning by promoting students' motivation and learning interest (Shyamlee & Phil, 2012). Therefore, it is important to cultivate the benefit of technology by providing digital multimedia in EFL classroom.

It is important to utilize technology and to synchronize ourselves with technology as the world

keeps progressing (Soliman, 2014). In education field, teachers could make full use of multimedia to create an authentic language teaching and learning environment that helps students to acquire a language effectively and naturally (Gilakjani, 2012). However, teachers' ability and the accessibility to applications that help teachers creating digital multimedia materials may vary.

Furthermore, another factors that might contribute to the succeess of English learning in classroom, especially in higher education, is the suitability of the material delivered and the purpose in learning English. In this endeavor, English for Specific Purposes (ESP) plays a crucial role. English for Specific Purposes (ESP) refers to teaching and learning English as a second or foreign language where the aim of the process is to use it in a particular area (Otilia, 2015). The important characteristics of ESP that distinguish ESP from General English are the learners and their purposes for learning English (Rahman, 2015). ESP is focused-English learning and teaching situation in which learning environment and teaching methods are different from General English (Rahman, 2015). For that reason, ESP courses are usually designed to support English learners' specific learning goals (Liu et. al., 2011). At the tertiary level, the purpose of ESP courses are often intended to train students on a specific genre or to use English in a particular communicative context or a specific discipline (Liu et. al., 2011).

Resembling other educational endeavors, ESP assumes there are lacks or problems that can be ameliorated by education, but different with many other educational practices, the problems in ESP are unique to specific learners in particular contexts and thus the carefully delineated and addressed with tailored-to-fit instruction are neccessary (Belcher, 2006). In addition, ESP is perceived as a goal oriented and focused English teaching and learning which is designed for the specific learners according to learners' academic and professional needs (Rahman, 2015). Therefore, ESP requires the careful design of pedagogical materials and activities and research for an distinguishable group of adult learners within a specific learning context (Johns and Dudley-Evans, 1991).

For the requirements above, the teacher's position is more complex for most teachers are EFL trained, but not specialists in a specific professional field, while the current materials concerns the amount and type of support offered to teachers is still in question (McDonough, 2010). Therefore, efforts should be made to support the teachers in teaching ESP classes. An effort that can be taken to support the teachers is by providing materials that meet the need of the students in the classroom to assist the teacher during the teaching and learning process.

In education field, the advancement of technology urges teachers to make full use of multimedia to create an authentic language teaching and learning environment that helps students to acquire a language effectively and naturally (Gilakjani, 2012). However, EFL teachers' ability and accessibility to application that helps creating digital multimedia might vary. Moreover, ESP materials that support the teacher in a specific classroom is still limited. For that reason, this study is aimed at developing simple digital multimedia materials for teaching English by using Powtoon application. The material created in this study was the material that was specifically developed for Physical Education Teacher Education Students. Therefore, this study is expected to be beneficial for the teachers who are trying to provide a simple multimedia digital material in EFL classroom, especially in Physical Education Teacher Education classroom. Hence, the teachers could provide a more efficient and effective learning with a material that suits the students' need and particular purposes.

Method

Reseach Design

The study was conducted under design-based research method. This method was chosen as one of the characteristics of the research is considering the design of educational materials as a crucial part of the research (Bakker, 2014). The stages of the digital multimedia development in this study was simplified and adapted from the seven stages of Easterday, Lewis, & Gerber (2016) stages which involve six iterative phases including focus of the problem, understanding the problem, defining goals, conceiving the outline of a solution, building the solution, testing the solution, and presenting to stakeholder. The stages are adapted into four stages in this study, namely analysis of the students' needs, designing the draft of materials, developing the multimedia materials, and the initial implementation of the materials.

Procedure and Instrument

The focus of the problem, understanding the problem, and defining goals are included in the analysis of the students' needs. As the key essence of ESP (Rahman, 2015), needs analysis is deliberated to be the foundation of English for Specific Purposes (ESP) (Otilia, 2015). It is emphasized that needs analysis in ESP, especially English for physical education teacher education in this study setting, is crucial for identifying specific needs of the learners regarding their professional and academic areas (Rahman, 2015). The results of the needs analysis

could help teachers to identify the students' needs in terms of language skills, the students' prospective professional needs, and the students' deficiencies in the area of language skills (Otilia, 2015). To analyze students' needs in this study, consultation to the expert was conducted through free interview process.

Moreover, the stages of conceiving the outline, building the solution, and testing the solution are adapted into designing the draft, developing the multimedia materials, and the initial implementation of the multimedia materials. An ESP course is developed based on the activities for which English is needed and an assessment of purposes and needs (Rahman, 2015) and we could only select a material that meets the needs of the students after analyzing the students' needs and determining the objectives of the language course (Otilia, 2015). Hence, designing the draft and developing the multimedia materials for the physical education teacher education students were conducted after the needs of the students were analysed.

When the material was ready, focus group discussion was conducted to see the students' response and suggestion. The focus group discussion involved six Physical Education Teacher Education Students in a University in Indonesia. During the focus group discussion, the students filled an open-ended questionnaire to summarize the result of their discussion. The expert commentary was also taken for revising the material in the future. The expert commentary is needed as assessors, first and foremost, are are needed by the designers and implementers of specialized curricula in response to identified needs (Belcher, 2006).

Data Analysis

The data obtained from the focus group discussion and expert commentary were analyzed inductively. The data were categorized and analyzed based on its category. The general analysis were taken from the analysis to see students' responses, the weakness of the product, and the suggestion for the revision in the future.

Result and Discussion

The Development of Materials

The development of the digital multimedia material from the first stage until the last stage took six weeks in total. The followings are the descriptions of the digital multimedia development for the Physical Education Teacher Education Students.

  a. Iterative Analysis of the Students' Needs

In ESP, the needs assessment is seen as the foundation on which all other decisions are, or should be, taken (Belcher, 2006), thus it is placed in the first stage of developing the materials in the study. In this study, the analysis of the students' needs was conducted by considering the expert suggestion during interview and the researcher observation related to students' need and proficiency during teaching and learning process. By considering the students' working field in the future, as the physical education teacher, English for Specific purposes was fundamental to be given since the students received lack exposure to English for Physical Education teaching in their English Class. Therefore, the developed multimedia digital materials in this study should support the students to teach physical education in classroom. From the expert interview, it was found that the students need to acquire how to open the class, how to conduct the core activities, and how to close the class. All of the stages of instruction in teaching physical education have their own distinctive features to be mastered by the students. However, in the initial study, the first urgent and suitable topic to be developed was How to Open the Class in Physical Education Instruction. The specific details of the suggested materials are presented in Table 1.

Table 1. presents that the Class Opening for Physical Education Instruction is divided into three main stages including Greeting and Apperception, Giving Protocols, and Warming Up. The Greeting and Apperception material includes general classroom activities namely greeting, checking students' attendance, praying, and giving apperception. The example of apperception given in the materials should be related with the physical education instruction for targeted students. In this study, the targeted students were elementary school students. The following two stages, giving protocols and warming up, are distinctive activities that distinguish physical education learning process and other subjects. In giving protocols, the materials should include how to deliver rules and how to introduce the special protocols that would be used during the learning process, for example clapping hands as the signal to start or to stop the activities. The warming up process is a neccessary activity that should be conducted before the core activity to avoid injury. The language feature that should be mastered by the teacher in this activity is how to give instruction including imperative sentences.

Table 1. Topics of the Materials

Theme	Topics	Materials
Class Opening for Physical Education	Greetings and Apperception	Greeting

Instruction		Checking Attendance Praying Apperception
	Giving Protocols	Giving Rules Introducing a Special Protocol
	Warming Up	Giving Instruction Activities

b. Draft Designing Process

The draft designing process was conducted based on the topics in Table 1. The materials were divided into three different sessions including session one, session two, and session three. Each of the session was designed to combine animation, text, and video. Each of the session included one language feature to be learnt. According to Johns and Dudley-Evans (1991), the examination of oral or written language, generally for purposes of designing curricular materials, are closely related elements in ESP. Thus, the material not only involved the broad theme, but also the contextual skills in teaching and its' language feature. The language features involved can be seen in the following table.

Table 2. Language Features of the Materials

Session	Language Feature
Session 1	Greetings
Session 2	Imperative Sentence
Session 3	Imperative Sentence

c. Digital Multimedia Development

The digital multimedia materials were designed to combine animation, text, and video. The animation and text were provided by the application. Meanwhile, the videos were created by the researcher. The purpose of the video was to give example for the students about how to open the class for Physical Education Instruction, especially for Primary School level. The video was edited by the researcher. The video was developed by involving elementary school aged children to provide a more contextual and natural materials. All the children involved in the study were under the permition of their parents.

When the videos were ready, the digital multimedia was arranged by using Powtoon application. The application ie available in free version and paid version. To develop the materials, the free version was taken for this initial study. In this stage, the materials in each session were revised two until three times until it was ready to be published. Since the research used free application, the materials were published in YouTube channel. However, it is beneficial since the wider community could take benefits from the materials.

d. The Initial Implementation of the Materials

The materials had not been implemented in regular classes. The materials were only exposed to small group who were involved in the focus group discussion. The videos were shown to Physical Education Teacher Education for Elementary School level students. The aim of this exposure was to find out students' responses and the lack of the materials from the students' point of view. Thus, the materials could be revised according to the real setting before it is implemented in regular classes.

Students' Response and Suggestion for the Materials

The data from the questionnaire taken from focus group discussion and expert commentary were analyzed to see the students' responses and to find out the beneficial revision suggestion for the materials. During the focus group discussion, the students looked interested with the materials. The students' response related to the digital multimedia materials are presented in Table 3.

Table 3 shows that the students gave positive responses related to the display of the materials, content, and its benefits for their working field in the future. The display of the material was interesting and easy to understand due to the support of pictures and videos. While the material was beneficial for teaching in the future since the content provided the step by step how to open the physical education instruction in English as well as the language features needed. Therefore, they had at least an example of how to open physical education classroom for elementary school level in English. However, there were some technical suggestions that should be corrected before the materials are used in regular classrooms. The students suggested that the transition of the slides to be slower. Moreover, the digital multimedia material would be better if the voice over is inserted.

Table 3. Students' Responses and Suggestions on Digital Multimedia Materials

Responses	Suggestions
The display is interesting	The material is too short

The content is easy to understand	Slide transition is too fast
The material is beneficial for teaching in the future	Voice over is needed

The data also discover the comments from the expert. There were three main suggestions given by the expert. The suggestions included 1) add more sample of giving protocol that is contextual for the setting; 2) the clarity of the concept and implementation should be clearer; 3) the video should show how to assist students to find their own movement. All of the suggestions, both from the students and the expert commentary, provided beneficial information to improve the quality and the efficacy of the multimedia digital material to be developed in the future.

The development of the initial simple digital multimedia materials for teaching English in Physical Education classroom found that giving a material that is specific for the students' needs is important. It is in line with (Anthony, 2015) who suggests that ESP teaching will become an increasingly important part of university English curricula to meet the needs of learners struggling to cope with the demands and to find work in the international companies in the future. It is also in line with the statement of Liu et. al. (2011) who suggest that ESP courses are designed to serve English learners' specific learning goals, where at the tertiary level, the objective of ESP courses skills is to train students on a specific category or to use English in a particular discipline or a specific communicative context. Moreover, the use of the materials gained positive responses from the students related to its interesting presentation and the understandability of the content. It shows that the multimedia materials had a positive impact in students' learning which is relevant to Shyamlee & Phil (2012) statement that one of the aims of multimedia language teaching is to get students involved in the language learning by promoting students' motivation and learning interest. Therefore, the development of a digital multimedia materials for teaching English for Specific Purposes in higher education, in this study for the Physical Education Teacher Education major, would give beneficial impacts to the students including improving students' interest and providing an aid to help students in their prospective accupation in the future. However, the materials still need improvement related to technical aspects, content delivery, and the number of certain materials. It shows the cyclic nature of DBR where revision and invention form an iterative process (Bakker, 2014). Hence, it needs revision before it is used in regular classes.

Conclusion

The development of the simple digital multimedia materials for English for Physical Education instruction gained positive responses from the students. The digital multimedia developed for teaching English for Physical Education Teacher Education students in this study is seemingly interesting for the students for its display and would be beneficial for helping them in their potential working field in the future. Moreover, since the creation context of ELT should be based on the accessibility and openness of the teaching materials and information (Shyamlee & Phil, 2012), this simple multimedia materials show that the teachers and educators are possible to make use of application that is feasible for them. However, the materials still need improvement so that the student can have optimal benefits of the materials in the future use.

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