



Research Article

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Teaching and Learning English Literature Through Multimedia

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Abstract

Reading and understanding English literature can be quite challenging for students if English is not their native language. Thus, somehow students do not feel motivated in reading literature because of the high language proficiency the texts require and the length of the teaching materials. The conventional "Chalk and Talk" teaching method is not enough to convey the complexity of English literature effectively. The use of multimedia might be a precious medium in the teaching of literature and to increase students' motivation to read literary texts. Research indicates that multimedia helps students to understand literature, to focus on the target language but also on its culture, new terminologies, new phraseology and their proper usage. The use of multimedia has many advantages as it is a great facilitator in transmitting knowledge. However, there are many questions about the use of digital tools, some think that they interfere with the teaching process and the student's concentration, whereas others think that digital media can be effectively integrated into the teaching and learning process. In this paper, we will focus on how the multimedia content helps to vary and enhance the learning process and to lead to a better understanding and memorising. Multimedia elements help learners to be more engaged and active at learning. It makes studying literature more exciting because some students are visual learners and use visual senses in the process of learning. I used tests, observation and questionnaires to analyse my research questions.

Keywords: multimedia, literature, language proficiency, etc

1. Introduction

Technology and the internet have facilitated people's work in various areas of life and have created new opportunities, especially in business and education. As far as teaching and learning are concerned, we have to admit that their impact is immense and transformative up to a point that we as teachers and lecturers could not even think of doing without them. During the pandemic, every teacher had a glimpse of what and how we could operate entirely based on technology and the internet. Although it was not planned and neither of us was prepared to operate entirely on technology for the process of teaching and learning, of course, more studies need to be carried out to emphasize the long-term impact that this transitional period might have in the long run on the student's academic performance, we have to admit that this process has been a real challenge for the teachers, students and everyone else involved in this process. However, it also served as a starting point in changing the conventional way of teaching and learning, even the firmest believers of the old-school methods saw a new path in the

teaching and learning process through technology and the internet.

Richard E. Mayer defined the cognitive theory of multimedia learning as aiming to help students improve their academic performance. Based on the cognitive theory of multimedia learning (CTML), learners find it easier to learn when there is a connection between words and images (Mayer 2009). Multimedia can take various formats: educational games, videos, watching movies or stories, etc. Thus, multimedia is a combination of words and pictures to build mental representation. In 2009, Chandler discovered that using different sources of multimedia like animated images, audio materials and animation is effective in the acquisition of language learning. In 2010, Purcell's study showed that videos for educational purposes were the third most popular multimedia device for learning.

The importance of literature to EFL students is undeniable as it can deepen cultural understanding and, as it is usually defined as authentic material, it can improve students' linguistic competencies (Snelson, Elison-Bowers, 2009). For these reasons, it must be part of the curriculum not only at the undergraduate level but even in the secondary and high school curriculum. Furthermore, Widdowson (1975) claimed "the study of literature is fundamentally the study of language in operation", which is based on the realization that literature is an example of how a language works in society. After COVID-19, what I have noticed is a lack of interest in the traditional way of lecturing and a clear lack of motivation to read the assigned novels in the syllabus, which is reflected in their grades. Thus, it is important to find new ways to motivate students to be more focused on literature to improve their linguistic skills. Kelsen, in 2009, conducted a study "Teaching EFL to the iGeneration: A Survey of Using YouTube as Supplementary Material with College EFL studies in Taiwan", and discovered that YouTube motivates students and it helps them in and out of the class environment. Inspired by the study done by Kelsen (2009) who started using YouTube to motivate students to learn English in the classroom and at home, and the positive results that he achieved.

2. Literature Review

Many scholars and various researchers agree upon the fact that using multimedia and the internet in the teaching and learning process has a tremendous effect, especially if it is used in the classroom. Some of the benefits of using them in literature classes according to Vethamani (2004) are:

- a. It provides students with the possibility to use different sources of reading materials.
- b. It encourages authentic communication between students about literature.
- c. It encourages students to discuss topics they find interesting.
- d. It encourages an interactive way of learning and teaching.
- e. It encourages students' independence and participation during classes, whereas the teacher's role is that of a facilitator.

Almost the same conclusions we found in Oddone's study in 2006. She concluded that using videos during English classes will help students to better understand the lecture and will make the class more interesting and easier to comprehend. The value of lecture videos, and educational videos and the positive impact they have upon the students and the teachers is reinforced through various studies. (Oddone 2011; Boster et al 2006; Lui and Lin 2011).

Based on Kabooho & Elyas's study in 2015, YouTube is defined as a multidimensional resource because of its wide range of thematic videos and the fact that it is free to use, which makes it easily accessible to everyone. There are many ordinary people, professionals, teachers etc. that upload their videos regularly from different parts of the world and different fields of study. Thus, students could naturally improve their listening and speaking skills as they are exposed to authentic material. (Nukholida 2016; Ayu 2016; Medoukali 2015; Watkins & Wilkins 2011)

In another study conducted by Abdulrahman Almurashi (2016) and K. Muhammad (2012), they concluded that the use of YouTube is helpful for students to understand English Literature better and to analyze in depth the plot development, specifically of novels, tragedies and comedies.

3. Research Method

Although the introduction of multimedia in education is not a novelty, what is noticeable is a scarcity of studies especially at tertiary levels on the effects of using YouTube in English Literature classes and there is little empirical research that demonstrates how web-based applications can be integrated into foreign language learning and more specifically on the literature classes. (Terantino, 2011) The main aim of this study is to help EFL learners in the study of literature and the instructors to offer them a new perspective.

This research uses quantitative and qualitative methods. The combined data derived from both methods provides us with a better understanding of the concluding results and helps us to answer the research questions. The object of this study is to focus on research into the implementation of YouTube videos as supplementary materials during English Literature classes and on teaching techniques, students' opinions about the use of YouTube videos in English literature classes and their perception of YouTube as multimedia in learning.

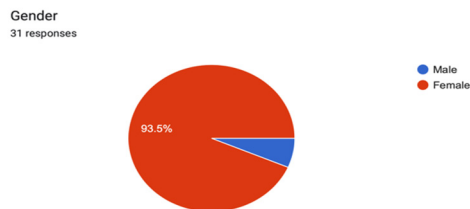
The participants in the study are students from "Aleksander Moisiu" University Durrës. They are in their second year and are enrolled in the course "English Literature". The group is made up of 57 students, but 31 of them were willing to participate in the study. All the participants were placed in one group. The instruments that are used in this study are:

- 1- First Questionnaire- A questionnaire done at the beginning of the study
- 2- Second Questionnaire -A questionnaire done at the end of the study.
- 3- Third Questionnaire- Skills development evaluated by the students.

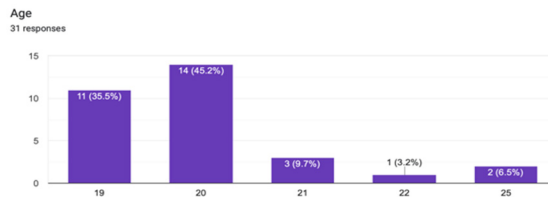
The first questionnaire done to the students focuses on their perceptions and expectations they had upon the implementation of YouTube. Their responses to the questionnaire are presented in detail and explained accordingly.

First YouTube Questionnaire

The questionnaire was delivered to 35 students, but 31 responded. Of the thirty-one students that responded, 93.5% were females and 6.5% were males. Their age varied from 19 years old to 25 years old as is presented in the graphics.



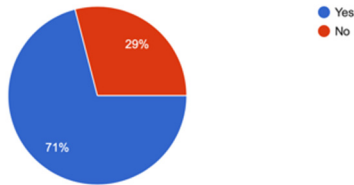
Graphic 1:



Graphic 2:

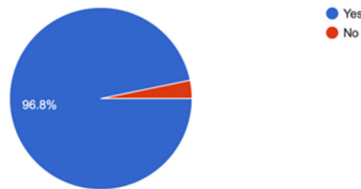
In the next two graphics according to the responses of the students, only 71% of the students have access to a computer with high-speed connection at home and 96.8% of the students have used YouTube before. In the fifth graphic we notice that 38.7% of students use YouTube almost every day; 25.8% of students use it sometimes and another 25.8% use it often 3-6 times a week.

Do you have access to a computer with high- speed connection at home?
31 responses



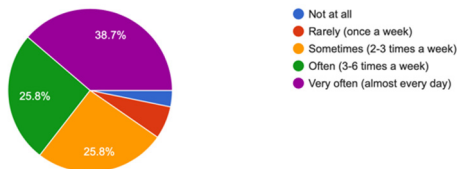
Graph 3:

Have you used YouTube before?
31 responses



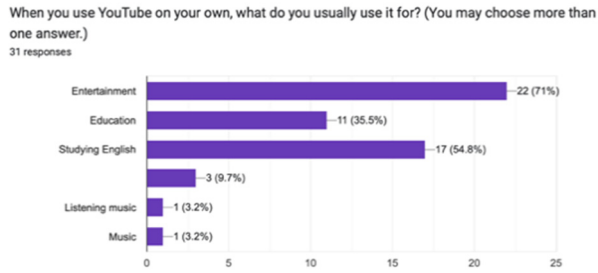
Graph 4:

How often do you use YouTube during a week?
31 responses

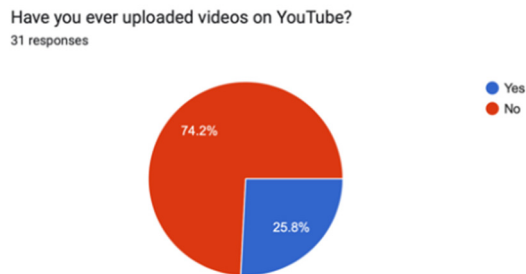


Graph 5:

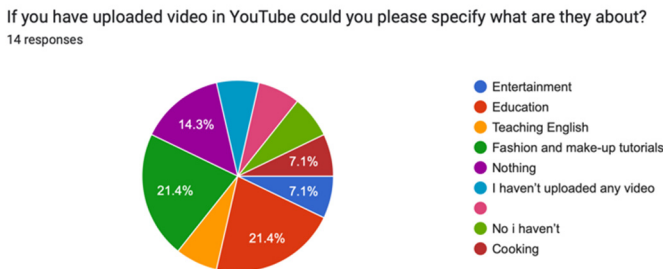
The question of why they use YouTube is presented in graphic 6: 71% of the students used it for entertainment purposes, 54.8 % used it for studying English, 35.5% used it for education and 6.4% for music. To the question of whether they have uploaded videos, as presented in graphic 7, only 25.8% have uploaded videos, of which 21.4% are on education which is evident in graphic 8.



Graph 6:



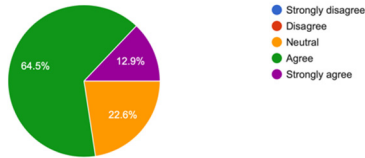
Graph 7:



Graph 8:

Question number 9 as it is shown in the graphic demonstrates that 64.5% of the students agree that YouTube materials would make the lesson more interesting; 22.6 % strongly agree whereas 12.9 are neutral about the impact that it might have. Thus, the positive expectation that the students have toward technology is quite evident, if it is compared to the percentage that has no idea how it might change the learning and the teaching process.

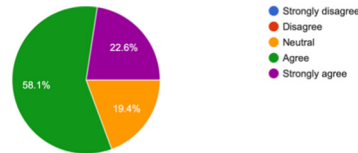
Implementing YouTube materials during the English Literature classes would make the class less boring and the lecture more interesting? Express your opinion.
31 responses



Graphic 9:

Question number 10 is directly connected with the student's motivation and whether the use of YouTube might give a boost in the students' motivation and dedication toward literature and their course assignment which is the main reason for this study. The student's responses and expectations are very positive, 58.1% agree, 22.6% strongly agree and 19.4% are neutral as shown in graphic no. 10.

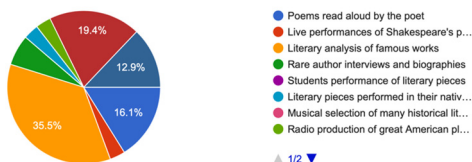
Implementing YouTube material during the English Literature classes would make the students more motivated to study more and read the assigned literary texts.
31 responses



Graphic 10:

Inspired by professor Yvonne Ho's blog "Ten Fun Ways to use YouTube in an Online Literature Class" where she suggests ten ways to implement in online literature classes, I asked my students to choose from this list the typology of videos that would be more beneficial and interesting according to their perspective. I was surprised at the results because I was expecting something else. Nevertheless, as the graphic 11 suggests from the list of ten, the students selected mainly four of them. 35.5% of the group chose 'literary analysis of famous works'; 19.4% of the respondents chose 'full-length movies in ten minute intervals of your favourite literary piece'; 16.1% chose 'poems read aloud by the poet', and 12.9% chose 'audio books reading of literary novels'.

YouTube offers different kinds of videos that could be used to supplement the literature classes. Please select one according to the impact that they have in literature classes based on your opinion.
31 responses



Graphic 11:

The period of evaluation lasted for a semester, more precisely in the first semester of the academic year 2022-2023. The participation of the students in this study was done on a voluntary basis without putting pressure on the results of the questionnaires. From the results of the responses, it is noticeable that the majority of the students 96.8% are familiar with YouTube although only 54.8% use it for studying English. It is also important to highlight that 77.4% of the students think that the use of YouTube videos would make the literature class more interesting, and 80.7% think that YouTube videos would make students more motivated to study literature. Overall, they have a positive expectation and believe that the implementation of the supplementary materials from YouTube would be beneficial.

4. Findings and Discussions

The study of using YouTube as a supplementary resource in English Literature classes focuses on the student's perceptions of the whole teaching and learning process. Thus, after dealing with the first questionnaire whose results were shown above, after the implementation of YouTube videos for the whole semester, the researcher needs to have a new perspective from the students on the impact that the videos have had. The final questionnaire encompasses 13 questions with three alternatives whose aim is to attest to the effectiveness of YouTube videos and the impact they might have had on a personal level on each of the students.

The Second Questionnaire

- 1- The YouTube videos being used during the English Literature classes were relevant to what was being studied.
 - 2- YouTube videos make the class more interesting.
 - 3- Using YouTube has helped you understand English Literature better.
 - 4- Using YouTube in class has improved your listening skills.
 - 5- YouTube videos facilitated you to follow the lecture better.
 - 6- YouTube Videos help you memorize and get better grades in the exams.
 - 7- Do you engage more in class discussion after the videos?
 - 8- Would you consider using YouTube videos as a resource for your learning, even in other subjects?
 - 9- YouTube videos help you to enrich your vocabulary.
 - 10- YouTube videos help you with your writing skills.
 - 11- YouTube videos help you with your communication skills.
 - 12- YouTube videos help you boost your confidence in speaking English inside and outside the class.
 - 13- Using YouTube in class motivated you to use it yourself to study English outside the class.
- In what way did YouTube simplify the understanding of literary text:
- a) Watching the novel on YouTube helped me understand the characters better.
 - b) Watching the novel on YouTube helped me unravel the plot.
 - c) Watching the novel on YouTube helped me understand the order of the events.
 - d) Watching the novel on YouTube helped me understand the main themes.
 - e) Watching the novel on YouTube helped me to have a new perspective on the story.

The results shown in the second questionnaire present very positive results for the implementation of YouTube videos. The data shows that it has a positive impact not only on the teaching process but also on the learning process. It is noticeable even in the personal development of the students and their academic achievement. Although the main focus of this study is English Literature classes, through the implementation of YouTube videos, unconsciously, we are targeting several skills in English language learning, such as listening, speaking, writing etc. Thus, at the end of the study, a better performance of these academic skills should be acquired by our students. The results of the questionnaire are presented in Table 1.

Table 1:

No.	STATEMENTS	Agree	Neutral	Disagree
1	The YouTube videos being used during the English Literature classes were relevant to what was being studied.	31	0	0
2	YouTube videos make the class more interesting.	29	2	0
3	Using YouTube has helped you understand English Literature better.	28	3	0
4	Using YouTube in class has improved your listening skills.	31	0	0
4	YouTube videos help you to follow the lecture better.	30	1	0
6	YouTube Videos help you memorize and get better grades on the exams	28	2	1
7	Do you engage more in class discussion after the videos?	27	4	0
8	Would you consider using YouTube videos as a source for your learning even in other subjects?	31	0	0
9	YouTube videos help you enrich your vocabulary	31	0	0
10	YouTube videos help you in your writing skills.	25	3	3
11	YouTube videos help you in your communication skills.	26	3	2
12	YouTube videos help you boost your confidence in speaking English inside and outside the class.	26	3	3
13	Using YouTube in class motivated you to use it yourself to study English outside the class.	30	1	9
14	In what way did YouTube simplify the understanding of the literary text:			
	a. Watching the novel on YouTube helped me understand the characters better	31	0	0
	b. Watching the novel on YouTube helped me unravel the plot	28	3	0
	c. Watching the novel on YouTube helped me understand the order of the events	27	4	0
	d. Watching the novel on YouTube helped me understand the main themes	26	5	0
	e. Watching the novel on YouTube helped me to have a new perspective on the story	24	3	4

To sum it up, as shown from the data collected 100% of the students considered the videos as relevant to what was being studied; 93.5% of them found the lectures more interesting after the implementation of YouTube; 90.3% of the students think that YouTube videos have helped them to understand literature better; 100% of the students think that their listening skills have improved; 96.7% of the students agree that videos have helped them to follow the lecture better; 90.3% of the students found the videos helpful to memorize the lecture and as a result, they got better grades; at the exam; 87% of the students agreed that they engage more in class discussions after the video is presented; 100 % of the students would consider using YouTube videos even in other subjects; 100% of the students agreed that the videos helped them to learn new words and expressions; only 80% consider the videos as helpful in their writing skills; 83.3% of the students agreed that the YouTube videos improved their communication skills; 83.3% of the students think that they are more confident in using English language; 96.7% agreed that YouTube videos motivated them to use YouTube to study English outside the class.

The research done by Watkins & Wilkins (2011) proves that the implementation of YouTube videos improved students' speaking skills, whereas the research done by Styati (2016) and Kabooha & Elyas (2015) revealed that the implementation of YouTube videos enriched students' vocabulary and text comprehension. As a result of improvement in speaking skills and a better understanding of the English language, students are more motivated to study the English language. Rahayu & Putri (2019) highlighted the fact that the implementation of YouTube videos to learn English might result in engaging students to think from a new perspective and improve their critical thinking, creativity and motivation. Thus, the third questionnaire will understand how the participants of the study evaluate themselves regarding their personal language improvement and skill development after the implantation of YouTube. The results of the responses are summed up and presented in Table 2.

Table 2:

No	Skills Development	Item	Agree	Neutral	Disagree
1	Literature Development	a. I can understand English Literature better.	27	4	0
		b. I can analyse any literary text (novels, short stories, poems etc.) in English better.	25	4	2

No	Skills Development	Item	Agree	Neutral	Disagree
2	Speaking	I feel more confident in expressing myself in English.	28	2	0
3	Writing	I can write literary analysis of novels, short stories, poems etc. in a more accurately	26	5	0
4	Listening	I can understand the spoken language faster.	31	0	0
5	Grammar	I can use grammatical structures better.	25	5	1
6	Motivation	a. I feel motivated to read more books from English Literature.	24	5	2
		b. I feel more motivated to learn the English language.	27	3	1

To sum up the data presented in Table 2 on how students evaluate their skills development, the positive percentage of the responses is noticeable. As far as their literature development is concerned, 87 % of students agree that they can understand English Literature better and 80% can analyse any literary text (novels, short stories, poems etc.) in English better; 90% feel more confident to express themselves in English; 83.8% can write a literary analysis of novels, short stories, poems etc. more correctly; 100 % can understand the spoken language faster; 80% of the students can use grammatic structures better; 77% of the students feel motivated to read more books from English Literature; 87% feel more motivated to learn the English language.

5. Conclusions and Suggestions

This paper focuses on the implementation of YouTube videos in teaching English Literature at “Aleksander Moisiu” University. The research proved that YouTube could be easily implemented in traditional classes if you have the right technological equipment. The study also showed that the implementation of YouTube videos had a positive impact not only on the teaching process by making the lectures more interesting, but they also facilitated the comprehension of the lectures. They helped the students to follow the lectures. Furthermore, the study demonstrates that the students improved their speaking and listening skills because they engaged more in class discussions after the video and it boosted their self-confidence in English speaking and better communication.

Also, the study showed that the students memorized the lectures better and had a deeper understanding of the literary analysis of the text, which resulted in higher grades in the exams.

This study does not intend to belittle the importance of traditional lecturing and lectures or literary texts like novels, short stories, poems etc. On the contrary, the implementation of YouTube videos as supplementary materials, is aimed at a deeper understanding of text analysis and lectures. The data collected supports the use and the positive effect videos might have in the class and outside the class. The YouTube videos proved to be helpful through the visual and audio effects.

Based on the results, there is room for some suggestions in further studies. First of all, research should be done on the long-term use of YouTube, not just for a semester or an academic year, especially in teaching literature. This kind of study might be helpful for teachers who want to integrate multimedia with textbook-based learning. There is a need for teachers, lecturers and everyone that is engaged in education to be part of workshops and training for the latest technological developments, so that they might find new ways to implement them in the teaching and learning process.

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