# Multimedia-Assisted Language Learning

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<td>김병훈</td>
<td>농산어촌 방과후학교의 초등영어프로그램 운영모형 개발</td>
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<td>김정태</td>
<td>말하기 평가 시험 도구 기술과 문항 유형간의 관계성 연구</td>
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This paper discusses the study of the effectiveness of the multimedia electronic English textbook for after-school programs in elementary schools developed by the Ministry of Education, Science and Technology (MEST) and Korea Institute for Curriculum and Evaluation (KICE). A total of 402 students in grades 3 through 6 and 117 teachers in the four research schools located in a metropolis, two small towns, and a rural area participated. Drawing upon the analysis of the multimedia textbook satisfaction survey and the T-test results of the English proficiency tests, the study demonstrated that the multimedia electronic English textbook benefited elementary school students’ English learning in terms of both affective aspects and English proficiency. Both the elementary school students and teachers were greatly satisfied with the multimedia textbook. Concerning English proficiency development, the students improved their English proficiency after they used the textbook for one academic year; however, the students did not show considerable improvement in all the four language skills. This study suggests that the multimedia electronic English textbook would serve students’ and teachers’ needs for English instructional materials which encourage students’ interactive and self-directed learning and improve their English proficiency.

**I. INTRODUCTION**

There is no doubt that the computer has innovated concepts and issues of material
Key words: multimedia, elementary school English, elementary school English education
Applicable levels: primary education

Authors: Choi, Soo-Young (Korea National Univ. of Education, 1st author); sychoi@knue.ac.kr
Lee, Ji-Bun (Woosong University, 2nd author); kkaching@hanmail.net
Jun, Hee-Chul (Yongcheon Elementary, 3rd author); airtrday@hanmail.net

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발행인: 최인철
발행처: 한국멀티미디아언어교육학회
연락처: 302-735
대전광역시 서구 도마2동 439-6
배재대학교 TESOL학과
총무이사 김정태
Tel: 042-520-5913, CP: 010-7239-6104
Email: kim.jungtae@gmail.com
홈페이지: http://www.kamall.or.kr
발행일: 2009. 4. 30
제작처: 북코리아
123-801
서울시 마포구 공덕동 115-13 2층
TEL: 02)704-7840/7845 FAX: 02)704-7848
홈페이지: http://www.sunhaksa.com
이메일: sunhaksa@korea.com

학회구좌: 국민은행 048401-04-078958 (최인철)

*본 학술지는 한국학술진흥재단 등재지입니다.