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**Teachers' attitudes towards using multisensory tools
in English writing instruction in
Hong Kong primary school(s)**

by

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A dissertation submitted in partial fulfillment of the requirements for
the Degree of Bachelor of Education (Language Education – Primary English)
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DECLARATION

I declare that this thesis represents my own work, except where due acknowledgement is made, and that it has not been previously included in a thesis, dissertation or report submitted to this University or to any other institution for a degree, diploma or other qualifications.

Signed *Joau*
Au Lok Yee

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1. INTRODUCTION AND BACKGROUND

Under the influence of Confucian teaching, authoritative teaching approach has long gained wide currency in Hong Kong (Fu, 2009). While learning is largely regarded as a transfer of knowledge from teachers to students, teaching styles are entirely controlled by teachers in the commands style (Mosston & Ashworth, 1990). In a traditional second language (L2) teaching procedure implemented by many schools, a single approach that teachers find favor with is often adopted for instruction, regardless of students' diverse learning needs, strategies, and preferences (Cortazzi & Jin, 1996). Instead of being communicate-oriented, instruction is teacher-centered with substantial verbal input from teachers, favoring only auditory learners and placing a sizeable group of learners with other learning styles at a disadvantage. Nevertheless, students tend to instinctively accept the way they are taught in classes as a way to show respect to their teachers. Interestingly, attempts are made by students to adapt their own learning styles to their teachers' teaching styles, rather than the other way around (Fu, 2009). Accompanying the critique of inadequately addressing individual differences, whether traditional teaching approaches can lead to effective teaching and learning has become a growing concern (Adamson & Tong, 2008).

Recently, many contemporary researches and scholarship have shown that multisensory teaching techniques have been increasingly gaining attention in Hong Kong in teaching English language as a second language (Jubran, 2012). Multisensory instruction, as defined by Birsh (1999), refers to any learning activity that simultaneously incorporates two or more sensory strategies including visual, auditory, kinesthetic and tactile modalities to facilitate information intake and expression of a learner. Links between the visual, auditory, and kinesthetic-tactile pathways in stimulating learning have been constantly created (Birsh, 1999). Nevertheless, scarcely any is specified in primary writing context (Zhang, 2008). In view of this, rooted in the current local English classroom context, this study was set up to cast some empirical light on teachers' attitudes towards the use of multisensory tools in teaching English writing and beliefs about their effects on developing writing proficiency of English as a Second Language (ESL) learners in Hong Kong primary context. With an aim to examine the effectiveness of the multisensory tools that are being actively practiced by teachers, three multisensory tools that were commonly used in Hong Kong classrooms namely audiobooks, games, and videos were selected.

This study will begin with a literature review that summarizes the effects of multisensory approaches on second language (L2) learning, and unfolds several issues with the current second language writing instruction practices in Hong Kong, followed by a comprehensive portrayal of the research method. Then, the results, discussion and implications of teachers' perception and attitudes towards the implementation of the three studied multisensory tools in formal academic English writing instruction will be presented. Finally, a conclusion and limitations of the study, as well as recommendations for future research will be provided.

2. LITERATURE REVIEW

2.1 Multisensory Instruction

As Wesson (2002) stated, learning is experiential. Unlike rote and didactic learning, which does not ensure understanding (NCTM, 2000), one must use his senses while learning new objects in order to understand them better. This is echoed by Gadt-Johnson (2000) who suggested the incorporation of at least three basic learning modalities including visual, auditory and kinesthetic-tactile in each teaching presentation as a prerequisite practice to accommodate the learning needs of the majority of students because of their diverse capacities for memory storage. In essence, three common learning styles among learners include visual, auditory, and kinesthetic. Whereas visual learners prefer learning with techniques that stimulate visual reasoning, auditory learners learn effectively only when verbal reasoning is being stimulated. They interpret the underlying meanings of a speech based on its tone of voice, pitch, speed and sound patterns (Logsdon, 2010). Unlike visual and auditory learners, kinesthetic-tactile learners have a right-brain preference and rely heavily on motor-memory and absorb information best through hands-on experience and total physical involvement (Reid, 1987). Recognizing and adapting instruction to these manifold differences in learning styles and abilities can increase education success by promoting interest, enthusiasm and more thorough learning (Fu, 2009)

In effect, there has been growing evidence showing multiple representation is an indispensable part in second language learning. Humans progress through different stages of cognitive development as they develop (Perry, 1970). Evidence shows that there might exist significant disparities in mental readiness for children of the same chronological age (Van de Walle, 2007; Kamii & Rummelsburg, 2008). While some may possess short attention span as a result of selective attention in learning (Wolfe, 2001), others may lack the cognitive skills required to comprehend abstract concepts (Thorne and Henley, 1997). In this regard, multisensory instruction engages learners on multiple levels and improves their comprehension (Kalivoda, 1978) by enabling them to approach learning situations and tasks with their personal learning strengths (Adams-Gordon, 2010), facilitating the development of literacy and a foreign language (Jubran, 2012).

Multisensory instruction has also been particularly valuable in reinforcing language learning (Montessori, 1912). As a powerful tool for enhancing memory and learning, well

designed multimedia resources help learners get the absorbed information across and process them, followed by ‘opening up more doorways’ into the learners’ brains (Adams-Gordon, 2010). This practice ensures the presence of adequate memory for both memory retention and information retrieval of the learnt knowledge (Spence et al., 2006).

Last but not least, multi-sensory learning techniques have proven to be effective in promoting inclusive learning. Learners with learning disabilities, such as dyslexia, hearing or visual impairments, can best learn in an environment where all senses are harnessed and developed as fully as possible (Jubran, 2012). Incorporating accessibility features in multimedia resources help learners make sense of information through various means, ensuring equal access to educational resources for all students (Jubran, 2012).

2.2 Second Language Writing Instruction in Hong Kong

In Hong Kong, emphasis has long been placed on teaching reading competences while systematic build-up of writing skills has been apparently passed over. In most classrooms, opportunities for producing free writing by the pupils are rare as the emphasis is on grammatical correctness and adherence to imitating models on textbooks (White, 1988). Under the “teacher-centered, examination-oriented teaching culture” (Pennington, 1995), writing is believed to be practiced for examination preparation (Lee, 2009), with examination outcomes rather than writing competence and commitment as the indicator for learning progress and success (Geng, 2007). Focus has been put on product-oriented approach and the production of an error-free work (Mahon, 1992), highly demotivating students as it restrains students from adding ideas of their own (Raimes, 1983). On the other hand, outdated practices such as pattern drills, copying from textbooks, and filling in the blank exercises (Falvey, 1998) leads to “writing blocks” (Halsted, 1975) and sterile and unimaginative pieces of work (Mahon, 1992). Despite the use of tailor-made English Language Teaching (ELT) materials in many Hong Kong primary classrooms, with a lack of learning motivation and constant practice in authentic contexts, many English as Second Language (ESL) learners are found to be frequently challenged with English communication through writing in genuine daily situations (Mak, 2011).

Writing, as such, is generally considered as a highly complicated productive language skill. It involves an organized and structured development and presentation of ideas (Braine &

Yorozu, 1998). In particular, young ESL learners find second language (L2) writing cognitively demanding as it involves a complex mental process in which a high level of abstraction, elaboration, conscious reflection, and self-regulation are required (Scott, 1999). In the meantime, their language competency, thinking ability, and capability of retrieving information from long-term memory are being assessed (Kellogg et al., 2007). Second language language proficiency is regarded as of paramount importance in the successful development of L2 composition skills. As Cumming (1989) commented, second language proficiency increases with writing performance and hence the ability to produce more effective texts which are clearly and accurately written. To achieve L2 writing success, one must demonstrate accuracy, fluency, cohesion and coherency in their writing (Ferris, 2002) by orchestrating a clear compositional organization, logical development of ideas, and a wide range of syntactic and semantic knowledge including grammar, vocabulary, mechanics (punctuations and spelling), and content simultaneously (Jiang, 2011).

This study will provide an insight about how learning of these writing sub-skills that contribute to L2 writing proficiency can be facilitated specifically with the use of the three aforementioned multisensory tools (audiobooks, games, and videos). Teachers' attitudes influence their instructional practice, which plays a key role in affecting pupils' learning confidence, motivation, efforts and academic achievement (Alexander & Strain, 1978). Therefore, it is significant to first acknowledge the need to study teachers' attitudes and beliefs towards the three studied tools. To this end, the following specific questions guide the study.

1. What are the teachers' attitudes toward using audiobooks, games, and videos in teaching English writing to an English as a Second Language (ESL) learner?
2. To what extent does the use of audiobooks, games, and videos influence the learning process of English writing of an English as a Second Language (ESL) learner?
3. How does the use of audiobooks, games, and videos influence the learning process of English writing of an English as a Second Language (ESL) learner?

3. METHODOLOGY

3.1 Research Design

This research is a mixed-method study qualitative in nature. The research questions were informed with the use of a quantitative teacher questionnaire and followed up with qualitative in-depth interviews.

3.2 Selection of Participants

The study involved 20 general primary English teachers, with their teaching experience ranged from 1 year to 32 years, from three elementary schools located in different districts in Hong Kong with different school types, representing a variety of demographic settings, socio-economic status, English proficiency, learning ability, and learning styles. All these schools provide accessibility to the three studied multisensory tools. The sampling frame included 1 male and 7 female teachers from a private school (School A), 2 male and 3 female teachers from a direct subsidy scheme school (School B), and 7 female teachers from a government-aided school (School C). Simple random sampling was adopted to identify potential informants in order to achieve representativeness and ensure unbiased sampling (Leahey, 2007). Among all the selected participants, one of them is a Native-speaking English Teacher (NET) while the rest are local ESL teachers, with English as his first language and their second language respectively.

3.3 Data Collection

The study was built around two techniques of data collection: (a) teacher questionnaire and (b) individual interviews.

3.3.1 Teacher Questionnaire

Questionnaire (see Appendix C) was administered to the 20 randomly selected primary English teachers, aged from 23 to 57, in the first two weeks of teaching. A consistent questionnaire is one that leads to accurate measurements (Creswell, 2006). Usually attitudes have two different aspects: strength and direction (Weisberg, Krosnick, & Bowen, 1996) and hence are hard to measure (Jackson, Disch, & Mood, 2011). Therefore, a 5-point Likert scale, which grounded on the fact that it is reliable and offers varying choices for participants to choose from (Rajendra Kumar, 2008), was used in the designed questionnaire to measure

teachers' attitudes towards the use and effectiveness of the three chosen multisensory tools on the basis of their own teaching experience.

The questionnaire was divided into four purposefully selected sections with different purposes:

(A). Assess to Teaching Resources

To discover teachers' exposure to the type(s) of multisensory tools in their work place

(B). Attitude towards Multisensory Tools

To probe the degree of teachers' attitude towards the importance of multisensory tools in writing instruction, pursuing deeper understanding of the tools, and towards the use of the tools if further understanding of the tools is pursued.

(C). Adoption Practice

To examine the frequency of teachers' implementation of multisensory tools to teach English writing, participants were required to rate their use of each tool as 'Never', 'Seldom', 'Sometimes', 'Often' or 'Frequently'.

(D). Effectiveness of Multisensory Tools

To unearth teachers' beliefs about the extent of the impact of different multisensory tools on the development of English writing skills of ESL learners in terms of the following four dimensions, participants were required to express their agreement with each statement as 'Strongly Disagree', 'Disagree', 'Neutral', 'Agree' or 'Strongly Agree'.

- learning confidence: Question D1
- learning interest: Question D2
- learning effort: Questions D3
- learning performance: Questions D4

3.3.2 Individual Interviews

Following the administration of the questionnaire, semi-structured face-to-face interviews were conducted over the period from March to April to gather further clarification and reflection about teachers' view on how the use of each multisensory tool benefited

students' learning of English writing. Three primary English teachers including the NET and 2 local ESL teachers were randomly drawn from the pool to undergo a 30-minute interview during lunch time. Interview protocol (see Appendix D) was shown to the interviewees ahead of time to allow for preparation. All interviews were conducted in the first language of the interviewees to ensure comfort of disclosing information, with the three recordings transcribed into English for analysis. Guide questions cover four areas including:

- (a) demographic information (age, gender, number of years of teaching experience)
- (b) frequency of adopting each of the three multisensory tools in teaching English writing (Questions 1 and 2)
- (c) benefits and challenges of adopting each of the three multisensory tools in teaching English writing (Questions 3 – 5)
- (d) effectiveness of each of the three multisensory tools in teaching English writing, with examples examples to scaffold idea production (Questions 6 – 9)

Interview of this type yields more comprehensive results for the use of open-ended questions allows for elaboration of a specific response (Wright, 2011) obtained from the former questionnaire and comparison between multiple cases, which in turns narrow the focus and aid researcher to understand, describe, and explain the complexity of the problem. For questions six to nine, by providing a portrait of individual students in terms of their interactional patterns, behaviors and classroom discourse during particular activities (Burns, 1999), data can be generated to corroborate the early results obtained from the questionnaire about teachers' view of the application of audiobooks, games, and videos in enhancing students' confidence, interest, effort and performance in the learning process of English writing. With the loosely-defined range of responses, interview is more likely to solicit subjective data and yield genuine opinions from the respondents (Researchomatic, 2008). Any issues of interest arose (Mason, 2006) or follow-up questions can also be probed in case of any doubts or unclarity in the interviewees' responses (Hopkins, 2002). Drawing on the interview data, I will be able to gain further insight into teachers' perceptions and attitudes underpinning individual teacher's responses and approaches to the tasks students are being asked to undertake in class (Burns, 1999).

3.4 Data Analysis

The research questions were answered with inferential data emerging from the statistical information in teacher questionnaire and the qualitative data, that is, the participants' response to the open-ended questions in the interview.

For research question 1, frequencies and percentages were calculated for the data obtained in Sessions B and C of the questionnaire with all responses presented in 3 histograms representing teachers' (i) beliefs on the importance in English writing instruction (ii) willingness to pursue further understanding, and (iii) adoption practice of the three studied multisensory tools. Informants' responses of the interview questions 3, 4, and 5 were used to support the data of adoption practice by exploring the general reasons behind their application of the tools.

For research question 2, frequencies and percentages were calculated for the data obtained in Session D of the questionnaire and presented in 4 histograms, each representing a writing dimension. The variations in frequency distribution of the three classes (audiobooks, games, videos) were displayed to allow for exploration and comparison of teachers' attitudes towards the use of the tools in enhancing learners' confidence, interest, effort, and performance in English writing.

For research question 3, a composite textural-structural description for each interviewee and essences of the phenomenon were developed to synthesize information about the means the learning process of English writing is being influenced by the three studied multisensory tools. To achieve this, the plethora of responses collected in the interview were refocused and redirected (Goodwin & Goodwin, 1996) with their general meanings being identified and categorized by themes, followed by verifying themes and locating explicit expressions that are compatible with the responses (Layder, 1982). In this process, any irrelevant data and overlapping expressions were eliminated.

3.5 Credibility

To attain credibility in the study, only schools with accessibility to all three studied multisensory tools were selected to be the research sites. Triangulation of sources verifies data collected via multiple sources and produces richer data to explore emerging themes in the field

of multisensory learning (Yin,1994), maximizing insight into teachers' attitudes pertaining to the integration of multisensory tools with teaching writing (Merriam, 1988). Prolonged engagement in the research process also establishes rapport and trust among participants, and determines irrelevancies and distortions. Member check further conducted by clarifying and summarizing information during the interview (Lincoln & Guba, 1985) could enhance the trustworthiness of the data.

3.6 Reliability

To ensure a high degree of reliability, data and data collection means were constantly reviewed throughout the study.

3.7 Transferability

Transferability was reinforced by providing sufficient descriptive data in the report to maintain its similarity between the sending and receiving contexts (Lincoln & Guba, 1985) for future replication of the study (McKay, 2006).

3.8 Ethical Considerations

Every effort was made in this research to address ethical issues from individual rights to dignity, privacy, confidentiality, and avoidance of harm. Prior to the launch of the study, permission was received from the Human Research Ethics Committee and the principals of the schools involved (see Appendix A). After identifying the target participants for the study, an informed consent document (see Appendix B) requesting participatory permission to an interview and questionnaire completion was signed and dated by the participants. The participation of all individuals in this study was on a voluntary basis and they retain the rights to withdraw at any time. All responses gathered from the interviews and questionnaire were anonymous. Pseudonyms including Ryan, Jojo and Mimi were used to refer to the three interviewees in the analyzing and reporting stage of research findings.

4. FINDINGS AND DISCUSSION

The questionnaire was sent to 20 randomly selected elementary general English teachers, with a 100% response rate from all the faculties. The results of the questionnaire are shown below.

Research Questions

1. What are the teachers' attitudes toward using audiobooks, games, and videos in teaching English writing to an English as a Second Language (ESL) learner?

In general, teachers endorsed that the integration of the three studied multisensory tools into English writing instruction is important. Nevertheless, attitudes towards understanding and implementation of the tools were mainly found favorable only in games and videos.

Importance of Implementation

In measuring teachers' perceptions of the importance of each studied multisensory tool in assisting English writing instruction, the results (see Figure 1) reveal that there is a significant number (80%) of Hong Kong general primary English teachers demonstrating an 'agreement' to the importance of teaching writing with the use of games. The results of teachers who recognized the importance of the other two multisensory tools, audiobooks and videos, are also fairly strong (75% and 70%). While no respondents denied the importance of games and videos in teaching English writing, one respondent expressed strong disagreement with the importance of audiobooks integration into learning.

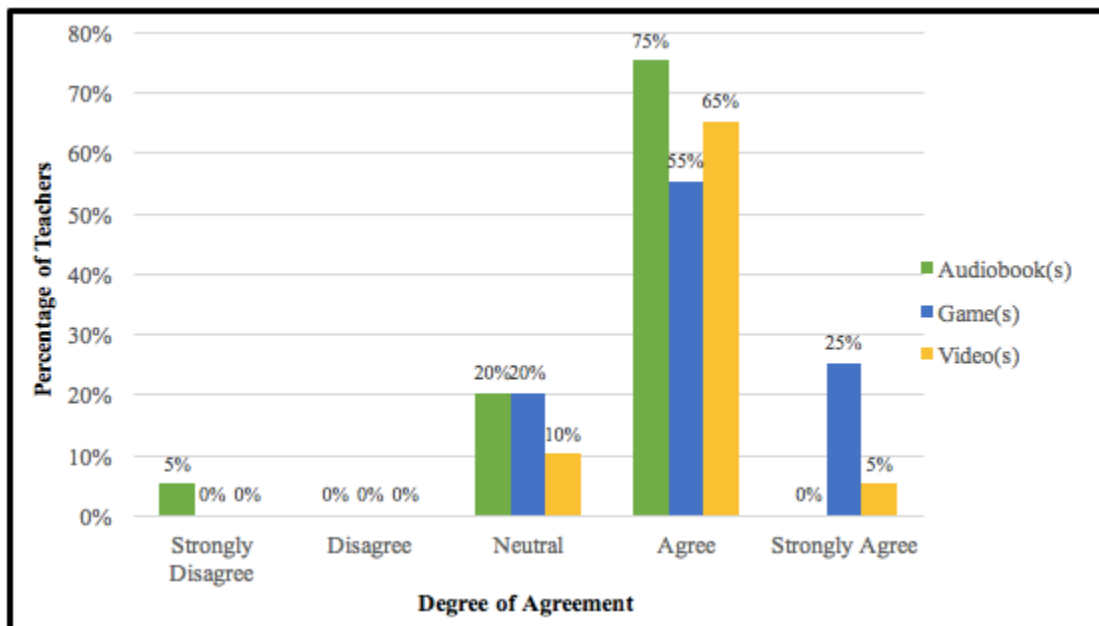


Figure 1. Importance of Multisensory Tools. Results of teachers' perception of the importance of multisensory tools in assisting English writing instruction

Willingness to Pursue Further Understanding

Despite the fact that audiobooks were generally highly prescribed as a significant teaching tool for English writing, the data (see Figure 2) show that only 45% and 10% of the respondents respectively ‘agreed’ and ‘strongly agreed’ with the statement ‘I hope to learn more about using audiobooks to assist my teaching of English writing.’ (see Appendix C Statement B2), indicating a much lower percentage of teachers willing to pursue further understanding of the tool when compared to games (65% and 25%) and videos (65% and 25%).

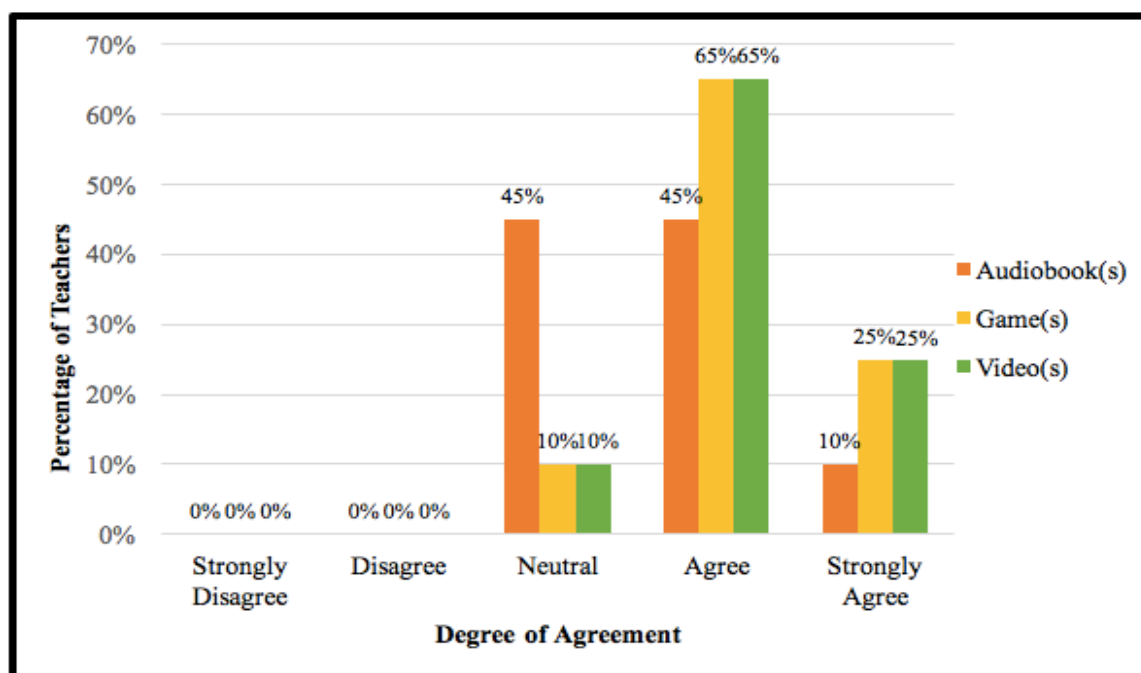


Figure 2. Further Understanding of Multisensory Tools. Results of teachers’ attitudes towards further learning the use of multisensory tools in assisting English writing instruction

Adoption Practice

The results obtained from session C of the survey (see Figure 3) indicate that most teachers are generally aware of the use of games and videos. Among the three techniques, videos are most commonly used in teaching second language writing, followed by games, both with a considerable total number (45% and 35%) of teachers choosing ‘often’ and ‘frequently’ responses. However, the application of audiobooks seems to have been largely neglected. Albeit 75% primary school English teachers opined them as important, only 25% ‘often’ and ‘frequently’ use audiobooks to assist writing instruction. Accompanying the fact of ranking the lowest in the level of teachers’ willingness to pursue further understanding, audiobooks are the least adopted tool with half the participants (50%) ‘never’ and ‘seldom’ using, comparing to games (20%) and videos (25%).

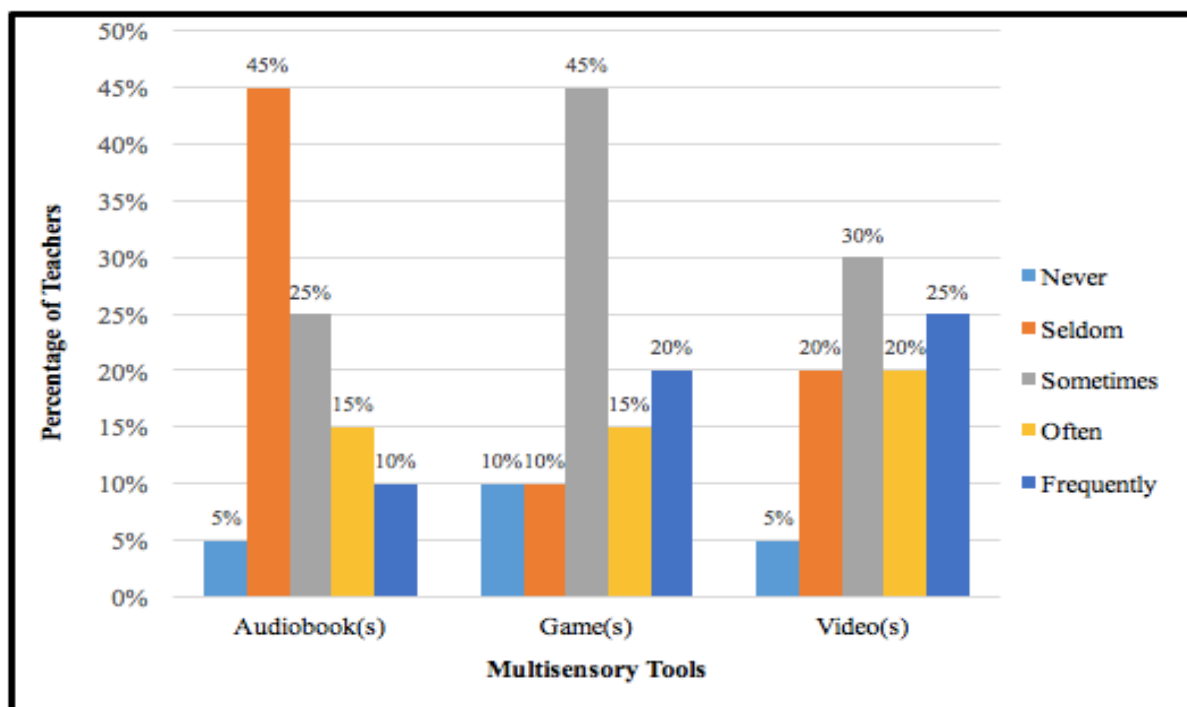


Figure 3. Adoption Practice. Results of common multisensory tools used by teachers in assisting English writing instruction

The reasons for their adoption practice vary. According to the participants' responses to the open-ended interview questions (see Appendix E), the general factors that encourage teachers to adopt the three multisensory tools were as follows: enhancing students' motivation and participation in the learning process of writing skills (audiobooks, games and videos); reflecting students' thoughts and interest (games); establishing learning ownership (games); facilitating students' understanding of vocabulary and grammar rules (audiobooks, games, and videos); and stimulating writing ideas (games and videos).

Despite the benefits they bring to teaching writing, there are quite a number of challenges teachers encountered when implementing the tools.

Regarding the use of videos and audiobooks, breakdown of server, intermittent slowdowns of networking, and inappropriate pop-out advertisement embedded on YouTube videos are teachers' major concerns. Ebooks, as the sole kind of audiobooks supplied by the schools, are limited in their use to only reading inauthentic textbook reading texts. Besides, any videos or audiobooks with verbose content are likely to overtax one's endurance and cause boredom in learning.

As to games, Jojo contended that their use may raise classroom discipline issues. Although Ryan disagreed with the idea by suggesting the introduction of a point system could turn games into a classroom management tool by positively reinforcing desirable behavior, he added that conducting games only at the beginning of a lesson for introducing a writing topic or activating student's schemata of language could lead to inconsistent reinforcement of classroom behavior. Difficulty in designing games or using audiobooks that fit into the writing context of the writing tasks with topics prescribed by the textbook unit was also reported.

As Jojo further identified the challenges in implementing games, she expressed her concern in distracting learners' focus from the study of linguistic forms. She recalled one of her experiences in using a language game to consolidate students' understanding on the use of preposition in a sentence:

One of the language games I used involved students [reading some gapped sentences and] shooting the paper-made mini basketballs into the basket displaying the correct preposition. But they seemed to be only focusing on whether the balls got into the goal, neglecting the answers they chose... Some of them even hadn't taken a clear look at the given choices of the preposition before they shot the ball for they wanted to shoot it very quickly, so I had to stop them and explain to them again the aim of the activity.

2. *To what extent does the use of audiobooks, games, and videos influence the learning process of English writing of an English as a Second Language (ESL) learner?*

The effect of the three studied multisensory tools on the learning process of English writing of an ESL learner was examined in terms of four dimensions: confidence, interest, effort and performance.

Confidence

As can be seen in Figure 4, less than half (35%) of the participants believed that implementing audiobooks has a positive effect on learners' confidence in learning to write in English and manipulating the language in classroom writing activities, while the percentages shown in the other two classes, games (100%) and videos (100%), are more than double. Comparing the results of the strongest agreement of the two techniques, videos (20%) show a number of participants of 15% higher than games (5%), becoming the most powerful tool in boosting a learner's confidence in English writing among the three studied tools.

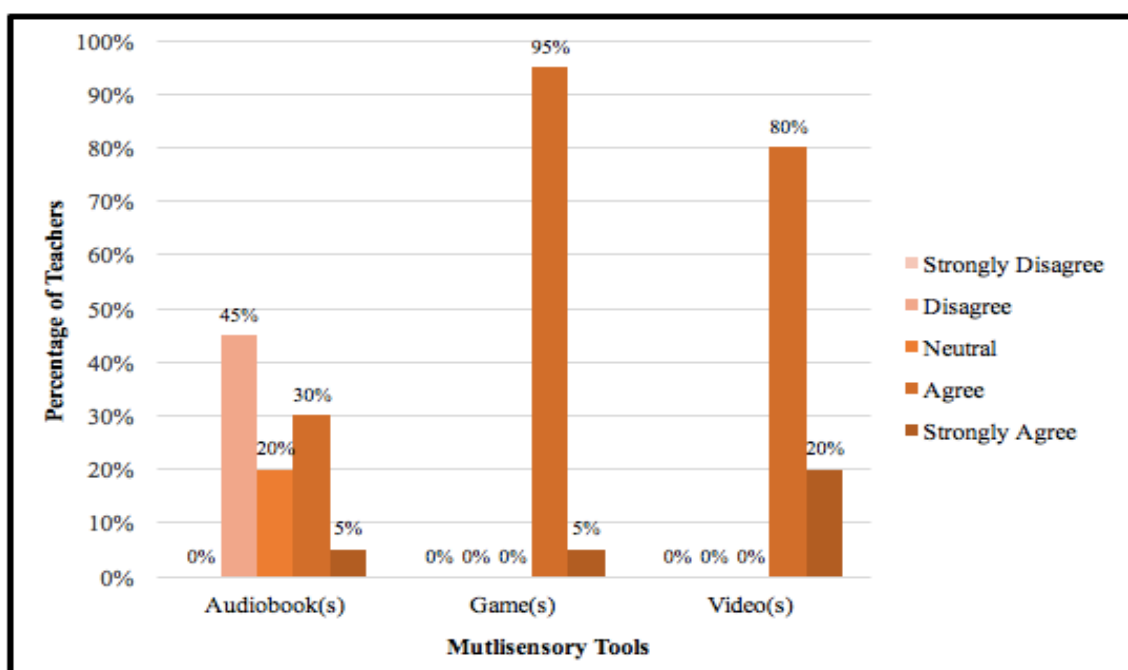


Figure 4. Confidence. Results of degree of agreement to the use of multisensory tools in enhancing students' confidence in the development of English writing skills

Interest

In terms of raising students' interest in the learning process of English writing, results show that the multisensory tool in which the respondents expressed the most agreement to are as follows: games, followed by videos and audiobooks, with a percentage agreement of 70%, 50%, and 0% (see Figure 5). Alike *confidence*, no one was reported choosing the options of 'neutral', 'disagree' or 'strongly disagree' for the statement 'Generally, students are more interested in learning to write and using English in classroom writing activities/tasks' for games and videos (see Appendix C Statement D2), indicating a strong belief of the participants of this research study in motivating learners in the learning process of English writing with these two techniques.

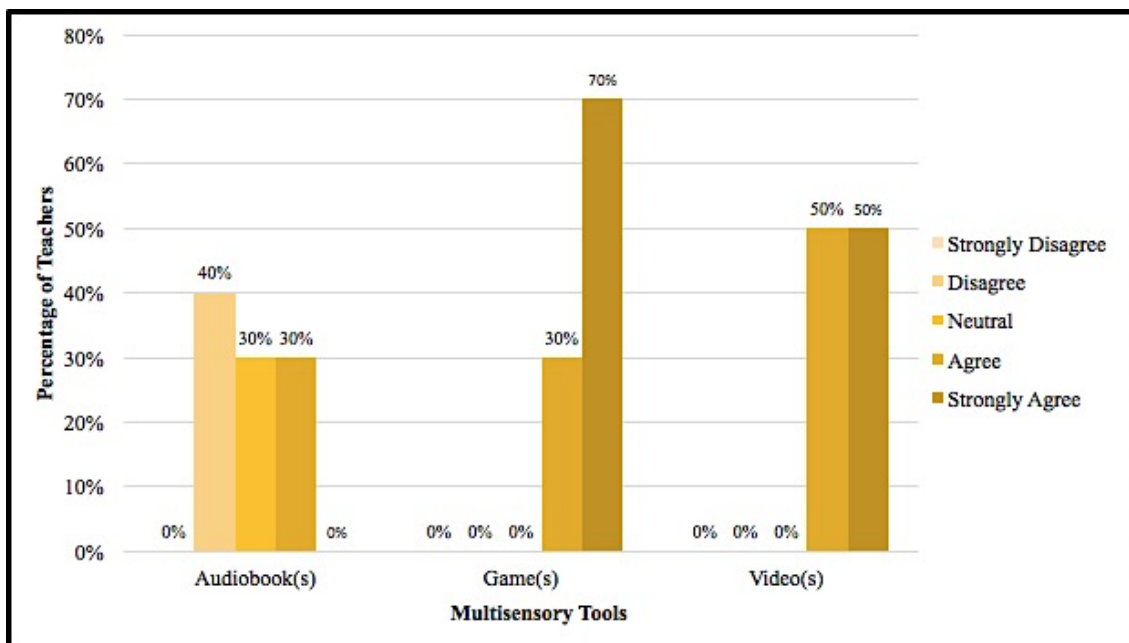


Figure 5. Interest. Results of degree of agreement to the use of multisensory tools in enhancing students' interest in the development of English writing skills

Effort

Participants generally demonstrated a positive attitude towards the use of the three studied multisensory techniques to enhance students' endeavor to improve their writing. As evident in Figure 6, a total of 90%, 90%, and 35% of teachers presented an agreement to the statement of students exerting stronger effort in their writing when games, videos and audiobooks are respectively implemented to assist writing instruction (see Appendix C Statement D3). The impact is the greatest for games, followed by videos, with respectively 60% and 40% of participants expressing the strongest agreement.

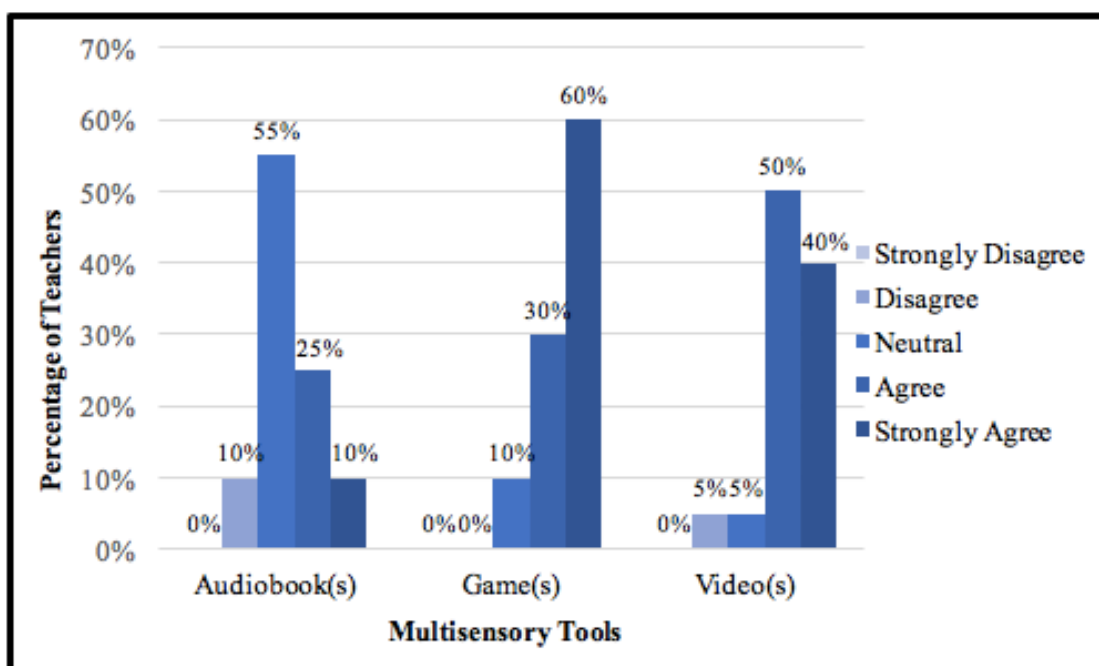


Figure 6. Effort. Results of degree of agreement to the use of multisensory tools in enhancing students' effort in in-class English writing

Performance

In Figure 7, agreement to enhancing in-class writing performance with the use of audiobooks, games and videos are indicated with their number of participants being 20%, 90% and 70% respectively. These figures denote a wide difference of agreement between the three groups. While teaching with games, with 60% of teachers giving the 'strongly agree' response, is believed to be the most effective in producing better writing, audiobooks (5%) exert much less prominent effect on students' writing performance by only accounting for one-twelfth of the percentage distribution of games.

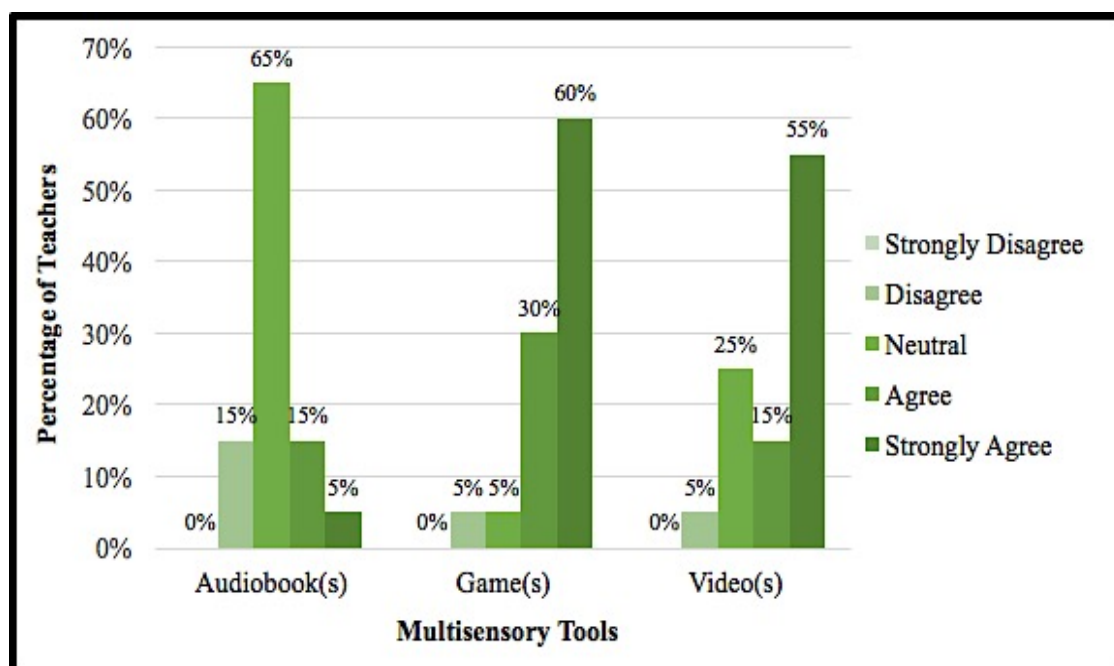


Figure 7. Performance. Results of degree of agreement to the use of multisensory tools in enhancing students' performance in in-class English writing

	CONFIDENCE	INTEREST	EFFORT	PERFORMANCE
1	Videos (20%, 80%)	Games (70%, 30%)	Games (60%, 30%)	Games (60%, 30%)
2	Games (5%, 95%)	Videos (50%, 50%)	Videos (40%, 50%)	Videos (55%, 15%)
3	Audiobooks (5%, 30%)	Audiobooks (0%, 30%)	Audiobooks (10%, 25%)	Audiobooks (5%, 15%)

Table 1. Ranking of Multisensory Tools.

Table 1 presents the ranking of each of the three studied multisensory tools in accordance with the level of teachers' agreement towards their development of the four writing dimensions (confidence, interest, effort, performance). The two figures in each bracket show the percentage frequency of teachers providing 'Strongly Agree' and 'Agree' responses respectively.

In a nutshell, among the three studied multisensory tools, games appear to be the most effective one to enhance learners' interest and effort in the learning process of second language writing as well as their writing performance, with videos coming second and audiobooks third. As to confidence building, videos was reported the highest effective, followed by games and audiobooks.

3. *How does the use of audiobooks, games, and videos influence the learning process of English writing of an English as a Second Language (ESL) learner?*

Interest

All participants maintained that motivation is the most important element in learning. Although they engage students as passive receivers of knowledge, the use of audiobooks, as mentioned by teachers, promote slightly higher enjoyment than direct instruction. Jojo attributed this to their use in exposing students to *dramatized reading*. Using different voices for various characters is appealing to young learners, focusing them on the appreciation of fluency of oral reading (Casbergue & Harris, 1996).

While audiobooks give rise to a low increase in learning motivation, they noted an immediate effect on student engagement and attention in the learning process of L2 writing when games and videos were used for instruction. As Jojo maintained, creating language games with multiple levels can motivate all kinds of learners in the long term by giving them a sense of achievement in manipulating the language. She articulated:

Games can be divided into different levels with the less challenging ones assigned to the weak learners, so that they can be encouraged when they successfully tackle the problems [in the games]. When they know that they can achieve success in learning, they will be willing to pay more effort in the process.

In the above case, motivation in language learning is supported by engaging emotional aspects of learners, which play a crucial role in second language acquisition (Reid, 2007). Games provide a basic division in which students need to accomplish in order to achieve success at their level. With an ingrained belief in their ability to resolve learning difficulties and achieve learning goals, students are more likely to develop positive self-perception and strive for improvement in learning the target language (Hubbard, 1987).

As to videos, they cater for the need of visual learners through incorporating pictures and graphic aids into learning, and of auditory learners through providing oral prompts in narration. Interestingly, Mimi found videos particularly useful in motivating students in English learning through raising their awareness towards the culture of the language. As she opined:

I love using videos because they are mostly in English medium, with different topics on not just Hong Kong but also Western cultures... Students generally became more motivated in learning writing when these tools were adopted, compared to using direct instruction when teacher talk dominated. They raised more questions and were more attentive in class.

Incorporating authentic audio-visual materials into the school curriculum enables students to probe into foreign materials and develop attachment to English-speaking culture (Robertson & Nocon, 1996). Such positive attitude towards the cultural aspect of the target language that is often ignored by English Language Teaching (ELT) textbooks can boost students' interest in accomplishing tasks related to the audio-visual programmes, thus resulting in more effective and efficient learning of a language (Education Bureau, n.d.).

Confidence

Videos create an authentic language-rich environment where genuine language is presented and students can be reaffirmed the connection between their L2 learning and real life usage (Allan, 1986). As Jojo articulated, incorporating the use of videos in wiring instruction raises learners' confidence in manipulating English to deal with real world situations because, by paying attention to the communication between people, they can *interact with correct pronunciation, intonation, expressions, different accents and dialects*.

Interviews with the teachers also revealed their beliefs in a close correlation between writing ideas and writing confidence. As Ryan said:

Showing cat videos did get them [students] excited and laughing. They were engaged and could remember the things that the cats did in the video. I guess it would get them a greater sense of confidence and they would need less scaffolding in brainstorming ideas because they would have lots of ideas when they were asked to write about cats.

Videos promote deeper understanding about a certain topic when compared to traditional verbal-only messages (Jubran, 2012). Displaying episodes of audio-visual materials of manageable length around a learning topic enables students to explore other perspectives

(Education Bureau, n.d.) and develop their own voice and ideas in writing (Swales, 1990). This lowers the tendency for them to experience writer's block that may arise from a lack of writing ideas. Rather, it aids pupils in adequately addressing the writing topic and maintains their high willingness to communicate in the target language through writing (MacIntyre et. Al., 1998).

Social support and learning confidence, on the other hand, are interrelated. Peers, as the significant individuals in a learning environment, can affect each others' initial self-efficacy for learning and performing (Schunk, 1995). Jojo recalled how important peer appreciation was to raise the self-efficacy and hence confidence in English manipulation of these learners:

I remember last year, the whole class gave applause to a passive boy when he worked out a problem in a language game and gave a correct response. Since then that student has become more willing to volunteer his response to my questions. So this practice acts as a powerful tool to encourage them [in using the language] especially the lower-achievers and passive learners.

Effort

As shown in Figure 6, the adoption of the three studied multisensory tools is capable of prompting students' effort in the writing learning process. Ryan viewed this as a result of the rise in students' excitement and motivation. Surprisingly, introducing a reward system to language games can also serve this purpose, as it associates English with entertainment (Allan, 1986). As Ryan illustrated, students demonstrated greater effort in forming longer and complete sentences in their writing:

I used games with points to encourage idea generation for the writing task. An example was how I could make a baby giggle and gurgle. I asked for an idea. If they wrote more ideas or phrased their idea in a complete sentence such as "You can play Peekaboo to make the baby giggle.", then they got 2 chops. But if they just wrote a one-word answer like 'peekaboo', they got 1 chop for the idea. Surprisingly, instead of giving me just one idea like they normally do, more than half of the class wrote two to three ideas in full sentences.

Performance

(i). Sentence Variety

All participants recognized the use of audiobooks, games and videos as an effective means to enhance the quality of students' written text. In particular, they valued its importance in vocabulary and grammar learning. Explicit grammar teaching can equip students with more mature syntactic knowledge and write with greater readiness (Tsang & Wong, 2000). In this regard, Jojo reported a variety of grammar patterns found in her students' writing upon the integration of videos into classroom instruction. As she puts it:

I sometimes introduced grammar rules through English grammar videos, say, last time in teaching the formation of present perfect tense in the passive voice and the connective 'unless'. Explanation about the form, meaning and examples of the grammar rules were provided, so students were generally able to accurately produce sentences with the target grammar structure 'is/am/are + past participle' and the connective in their writing after watching the video.

Language games are another way to help students learn and internalize various grammar rules (Gunn & McCallum, 2005). They enhance the relationship between form and discourse in communicative drills and practice by naturally placing the target form in a discursive context (Yolageldili and Arikan, 2011). Jojo shared her view toward grammar games:

Students generally demonstrated better performance in writing when I involved them in language games related to grammar. For example, they remembered where they should put the preposition in a sentence and when to use present tense because the games drew their attention to the specific forms...

(ii). Vocabulary Size

In addition to demonstrating accuracy in the use of newly-learnt grammar items, both Jojo and Mimi noticed a wider range of vocabulary used in students' writing regardless of occasional errors. As Mimi described:

Students sometimes recycled the key vocabulary appeared in the subtitles of the videos and reading texts of the audiobooks [in their writing]. Spelling mistakes remained but apparently they made fewer of them.

Videos are extensive models of speech. Reading English subtitles broadens students' vocabulary limits (Larimer & Schleicher, 1999) and reduces the likelihood of producing recurring writing errors as they recycle the words (Myles, 2002), therefore accelerating learning of new words in a fun, engaging way and developing confidence in English manipulation in the long term (Education Bureau, n.d.).

In the meantime, Jojo concurred with the view of Mimi, justified the impact that audiobooks bring:

Using audiobooks can help build students' vocabulary. I usually begin teaching a chapter with playing the audio-recording of the textbook reading text to students. All the target vocabulary [of the chapter] is included in the recording so it enables students to gain an idea about what kind of vocabulary they are expected to put in their writing.

Besides the use of audiobooks and videos, language games were also reported as an important tool to facilitate long-term memory of learnt words by motivating learners to retain new vocabulary at their own level (Fu, 2009). Jojo recalled:

I once tried a game where one student had to select an action phrase, say, take a shower, and mime the action silently in front of the class, while the other students observed the actions and guessed which phrase is being dramatized. After several lessons, I did the other way around... I had students obey my simple verbal commands of actions and mime the according actions. It first took them some time to figure out the meaning of the action phrases before they did the actions, but later as they mastered the meaning of the phrases they mimed faster and faster.

Miming, as such, is the best way of teaching verb meaning (Allen, 1983). Very often, kinesthetic learners struggle with learning vocabulary because vocabulary is traditionally taught in an auditory or visual way, in which they are confined to memorizing vocabulary by rote (Yang & Dai, 2011). Communication game of this kind, however, involves Total Physical

Response (TPR) and caters to both visual and kinesthetic learners. Whilst the former party could comprehend the meaning of the verb phrases through observing the actors' body language and facial expression (Logsdon, 2010), the latter were given room to demonstrate their comprehension by actions. By lowering the affective filter and easing the anxiety that mastery of unfamiliar vocabulary or grammatical structures brings (Deesri, 2002), comprehensible input (Richard-Amato, 1988) as well as the development of advanced levels of comprehension of the language knowledge can be maximized (Lightbown et al., 2006).

Further to the sense of sight and touch, games may incorporate learners' sense of hearing to activate their vocabulary schemata on a certain topic. Ryan shared his experience in using sounds in a guessing game to encourage elicitation of known vocabulary which pupils may find useful in their subsequent writing:

For a topic students were required to write about their favorite animals, so at the pre-writing stage I played five different animal sounds and got students to guess the associated animals. Then they needed to compromised with their teammates and choose one animal [among the five elicited animals] as their team name. KS1 students were excited to use their vocabulary of animals... "Lion! Rabbit! Cow! Oh I want to be Bird!"

(iii). Word Choice and Idea Development

On the other hand, higher appropriacy in word choice and adequate development of ideas were reported to be found in students' writing. Ryan attributed this to the use of videos to help students comprehend the meaning of vocabulary involving complicated and abstract concepts as well as to stimulate ideas. Showing a video of cats' behavior, for example, facilitated their understanding on the emotion embedded in the phrase 'full of mischief' that cannot be conveyed through a textbook definition. As Ryan illustrated:

How I explain 'full of mischief' is... I said "Uh it's like doing something a little bit annoying but you don't MEAN to be naughty or causing damages.". To make sure students understand it I showed a video [of cats' behavior] on YouTube. In the video, they saw cats pushing glasses off the table and pushing other cats over. So by observing the facial expression and behavior of the cats, students could better understand the meaning of the phrase and use it in the appropriate context, leading to more fluent

writing... [The examples of the cats' behavior] also stimulate ideas for them to write about.

Apart from scaffolding learners to address the writing topic adequately by stimulating idea generation, examples in videos can facilitate student's understanding of the contextual appropriacy of particular structures or vocabulary. Dynamic representation containing auditory and visual modalities helps learners better organize their thinking, make meaning and discover relationships as a result of one's own actions. It helps eliminate redundant information input, therefore reducing the cognitive load of learners (Sweller, 1999) and enabling them to produce immediate comprehension almost effortlessly (Fennell & Rowan, 2001).

5. IMPLICATIONS

Drawing on the above findings, an interrelationship between a learner's confidence, interest, effort and performance in learning L2 writing can be seen. Teachers' instruction plays a significant role in turning a novice to a competent writer by inducing changes in one's writing knowledge and skills, writing motivation and strategic writing behaviors (Graham, 2006). Adams-Gordon (2010) held that the more senses we incorporate into the learning process, the more efficient learning becomes for all types of learners. This is in keeping with a recent research which showed the necessity of involving many, if not all, senses of learners in learning to accommodate multiple learning styles (Bassano, 1982). Compatibility of teaching styles with learning styles can pose a significant positive effect on foreign language instruction, writing achievement, and specifically on students' attitudes in the writing learning process. On the contrary, any conflicts between teaching and learning styles arose from excessive favoritism toward one learning style can result in limited learning or no learning (Felder & Henriques, 1995).

Armed with the information above, it is clear that to achieve second language writing success, the mismatch between the prevailing teaching style in L2 writing instruction in Hong Kong primary schools and the learning styles of the majority of learners needs to be addressed and minimized. Reexamination of the didactic teaching methods of second language writing that most local schools are adopting is needed to ensure equal learning opportunity for all students. Meanwhile, to improve the L2 writing competence of ESL students, L2 writing instruction should be improved in terms of its effectiveness and efficiency by cultivating more learner-centeredness, democracy, and curtailing teacher dominance (Fu, 2009). Rather than a one-size-fits-all approach, teachers should attempt a balanced teaching style in giving writing instruction by embracing a variety of multisensory techniques that attend to learner variance in readiness and interest in classroom writing activities (Tomlinson, 2003). Games and videos, as validated in this study, are two examples which are highly effective in raising the confidence, interest, effort, and performance of an ESL learner in second language writing. They successfully enrich learning of the L2 writing components by incorporating elements that appeal to visual, auditory and kinesthetic learners. With a strong commitment to adopting these multisensory teaching approaches, a boost in students' L2 writing proficiency is anticipated, benefiting their long-term development of second language writing.

6. CONCLUSIONS

6.1 Summary

The primary aim of this study was to examine the effectiveness of audiobooks, videos and games in teaching English writing to ESL learners from the viewpoints of Hong Kong primary English teachers. It is concluded in this study that the development of English writing proficiency, both its process and outcome, can be benefited in multisensory L2 writing instruction through the use of the three studied multisensory tools. A close examination of the results reveal that participants generally opined that games are the most effective in boosting interest, effort and performance in L2 writing (see Table 1). This is in accord with the findings of Yolageldili and Arikan's (2011) study, which suggested the importance and indispensability of integrating games in primary English language teaching and learning. Subconscious absorption of the language takes place as young learners focus on the activity in a game (Vernon, 2006). In the presence of the inherent elements of fun and interest, games can accommodate the learning styles of visual, audio and kinesthetic learners, prompting the production of complete sentences and richer texts. Nevertheless, for a game to serve its purpose, clear communication of the activity aims, provision of a meaningful context for communicative purpose and classroom management practice should be made concomitant.

Videos also appear to have a strong appeal to teachers. Likewise, a great majority of the practitioners favors the effectiveness of utilizing videos for the enhancement of learning English writing and integrates them frequently in writing instruction. It is believed that the authenticity of the language involved in the narration gives rise to a boost in learners' confidence level in English manipulation, whilst visuals and subtitles aid learners to write with vocabulary and sentence variety. Noteworthy, complexity of language, exploitability and duration of the videos recordings, as well as teachers' questioning sequences need deliberation in order to focus students' attention on the vital information teachers intend to address and secure the benefits of videos in second language learning.

As to audiobooks, teachers generally considered them as having low value in enhancing second language writing proficiency of ESL learners. Audiobooks have been proven to be of special value for second language learners (Beers, 1998). However, much of what is on the development of listening and reading skills, rather than on second language writing skills. In

the study, only a few found it effective and enjoyable for ESL learners to take on new and broader vocabulary knowledge.

To sum up, there exists considerable interplay between multisensory instruction, writing learning process and writing outcomes. Comparing with the traditional teaching methods of second language writing, in which learning environment is undermined through a heavy focus on memorization of dialogs, question and answer practice, substitution drills and various forms of guided writing practice (Richards, 2006), the application of audiobooks, games and videos are more efficacious in promoting the development of L2 writing skills. After all, it is through involving effective writing instruction in the whole process that ESL learners can achieve the most effective language use and become independent writers in L2 writing.

6.2 Limitations

Although this small scale study takes an important step in attaining some insights into a prevalent instructional topic, there are a number of limitations that needs to be acknowledged.

To commence with, the sample size of the study is too limited to reach justifiable conclusions of the effectiveness of the three studied multisensory tools in developing writing proficiency of ESL learners. Only a specific group of 20 teachers from three primary schools were addressed in this study. Therefore, it only reflects the unique results of a specific group's attitude towards the use of the tools, limiting the generalizability of the study results.

Another limitation considers the use of questionnaire and individual interviews. Without observing whether and the means the teachers used the tools they declared, participants' honesty in their self-reporting practice becomes a key factor to determine the results of the study. Although the teachers were reassured of the confidentiality and safety of participating beforehand and a comfortable climate was guaranteed and provided for both survey and interviews, teachers' reluctance to disclose their perceptions was still possible as no tangible benefits was given from responding.

Despite the fact that questionnaire was designed to address teachers' attitudes towards the use of a specific multisensory tool, the response may not reflect their view towards the general audiobooks. Albeit with the reported high importance in L2 writing instruction, only a

handful of teachers maintained a positive attitude towards their impacts on the development of L2 writing proficiency and demonstrated a commitment to their adoption and in-depth learning. Limitation of the type of audiobooks provided, as proclaimed by teachers, accounts for such dilemma. Audiobooks were only provided in form of electronic books (eBooks) in the three studied primary schools, with which the content is entirely tied to specific English textbooks. Unlike other interactive audiobooks, their use is limited to reading the inauthentic reading texts provided in the English textbooks. With the constraints in genres, content and format, these eBooks are less likely to create a personal connection with the students and meet individual interests (Brock, n.d.), hence influencing teachers' adoption practice and their attitudes towards the effectiveness of the tool in enhancing writing proficiency of ESL learners. Therefore, the result may be misleading for the use of general kind of audiobooks which plays recordings of stories.

Apart from the benefits multisensory tools bring to teaching English writing, the need for gearing to the manifold differences in learning styles and abilities of the learners in in-class teaching may be another factor varying the practitioners' implementation of the tools and their views towards their effect on the development of L2 writing. Research has shown that most elementary school children are essentially kinesthetic-tactile learners, who will their strong learning channel activated to learn, organize and retain information more readily only when they are provided the opportunity to manipulate and experience conceptual information through activities (Obaid, 2013). In other words, the possibility of encompassing a great number of kinesthetic-tactile learners in the classroom may account for the prominent positive effect that games have on students' confidence, motivation, effort and achievement in L2 writing. In the meantime, teachers' bias towards applying certain multisensory tools due to the convenience in designing and adoption may also be a concern in the choice of the tools for teachers' instruction. All these influence the conclusions being drawn from the findings.

6.3 Suggestions for Further Research

This study has highlighted that teachers are generally in favor of integrating game components into second language writing instruction because of the substantial instructional advantages they bring to ESL teachers. Language games, according to Hadfield (1984), can be classified into linguistic games and communicative games, with a focus on accuracy and information exchange respectively. It is anticipated that the trend of multisensory learning

will rise in the near future. Thus, as a next step, attempt can be made to specifically investigate how these two types of games can facilitate the acquisition of writing skills of ESL learners and compare the effectiveness of their application.

Word count: 7995

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8. APPENDICES

Appendix A: Principal Consent Form

Principal Consent Form

22nd February, 2016

Dear Principal,

Teachers' attitudes towards using multisensory tools in English writing instruction in Hong Kong primary school(s)

I am Au Lok Yee, Bachelor of Education (English), Faculty of Education, at the University of Hong Kong. I will conduct a research project on 'Teachers' attitudes towards using multisensory tools in English writing instruction in Hong Kong primary school(s)' and would like to invite your school to participate. This study examines teachers' attitude and beliefs towards using the three types of multisensory tools (audiobooks, games, videos) in facilitating the development of English writing skills of English as a Second Language (ESL) learners in terms of their confidence, enjoyment, effort and performance in a Hong Kong primary context.

Teachers who participate in this research will complete a self-report questionnaire and attend a face-to-face semi-structured individual interview, which take approximately 10 and 30 minutes respectively, regarding their attitudes towards and beliefs towards the three multisensory tools (audiobooks, games, videos) in teaching English writing to primary ESL learners at a time and location that is mutually agreed upon and convenient for both sides. The entire interview process will be conducted in the first language of the participants and audiotaped. If any of the participants experiences discomfort they can stop the research procedure at any time. The participants can review the audio-recording of the procedure. I will erase the entire audiotape or parts of it if they want us to do so. Any information obtained in this study will remain very strictly confidential, will be stored in an external hard disc with password protection and known to no-one. Pseudonyms are used on all test instruments to protect confidentiality. The recorded data will further be transcribed into archives with all personal identifies removed and be destroyed after the dissertation grade has been approved. Please complete the reply slip below to indicate whether your school would participate in this research. Participation is entirely voluntary, and all information obtained will be used for research purposes only. If you have any questions about the research, please feel free to contact me (64022176) or my supervisor, Ms Sharon Lai (yuesum@hku.hk). If you want to know more about the rights as a research participant, please contact the Human Research Ethics Committee, the University of Hong Kong (2241-5267).

Your help is very much appreciated.

Yours sincerely,

Au Lok Yee
Bachelor of Education (English) student, Faculty of Education
The University of Hong Kong

Appendix B: Informed Consent Form

Informed Consent Form

THE UNIVERSITY OF HONG KONG
Faculty of Education

22nd February, 2016

Teachers' attitudes towards using multisensory tools in English writing instruction in Hong Kong primary school(s)

Dear Mr./Mrs.,

You are invited to participate in a research project on 'Teachers' attitudes towards using multisensory tools in English writing instruction in Hong Kong primary school(s)' conducted by Miss Au Lok Yee, Bachelor of Education (English), in the Faculty of Education at the University of Hong Kong. This study examines teachers' attitude and beliefs towards using the three types of multisensory tools (audiobooks, games, videos) in facilitating the development of English writing skills of English as a Second Language (ESL) learners in terms of their confidence, enjoyment, effort and performance in a Hong Kong primary context.

You will be invited to fill out a brief self-report questionnaire and attend a face-to-face semi-structured individual interview, which take approximately 10 and 30 minutes respectively, on your attitudes towards and beliefs towards the three multisensory tools (audiobooks, games, videos) in teaching English writing to primary ESL learners at a time and location that is mutually agreed upon and convenient for both sides. The entire interview process will be conducted in your first language and audiotaped. If you experience any discomfort you can stop the research procedure at any time. Please complete the reply slip below to indicate whether you do decide to participate in this research. All information obtained will be used for research purposes only. Pseudonyms are used on all test instruments to protect confidentiality. You will not be identified by name in any report of the completed study. Any information obtained in this study will remain very strictly confidential, will be stored in an external hard disc with password protection and known to no-one. The recorded data will be transcribed into archives with all personal identifies removed and be destroyed after the dissertation grade has been approved. You can review the audio-recording of the procedure. We will erase the entire audiotape or parts of it if you want us to do so. If you do not agree to be audio-recorded, you will be outside the camera view or having the image blurred. In this study, you will be invited to reflect on your personal experience. Such reflection may give you insights about yourself. In addition, this research project can provide valuable information on the effect of the use of multisensory tools on English writing. This information in turn could help inform future language teaching. Participation is entirely voluntary. This means that you can choose to stop at any time without negative consequences. If you have any questions about the research, please feel free to contact me (64022176) or my supervisor, Ms Sharon Lai (yuesum@hku.hk). If you want to know more about the rights as a research participant, please contact the Human Research Ethics Committee, the University of Hong Kong (2241-5267).

If you understand the contents described above and agree to participate in this research, please sign below. Your help is very much appreciated.

Yours sincerely,

Au Lok Yee
Bachelor of Education (English) student, Faculty of Education
The University of Hong Kong

Appendix C: Teacher Questionnaire

Multisensory Approach Questionnaire

*Thank you for agreeing to complete this questionnaire. The information you provide will be very useful in helping me to understand your views on multisensory tools and language learning and teaching. Please feel free to express what you really think and to answer **ALL** the questions. Thank you for your time.*

Age: _____

Gender: F / M

Teaching Experience: _____ years

Please blacken **ONLY ONE** circle for each statement.

(A) Access to Teaching Resources (*select one or more choices*)

audiobook(s) game(s) video(s)

1. Which kind of teaching resources can you get access to in school?

(B) Attitude towards Multisensory Tools

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	The use of _____ is important to assist my teaching of English writing. - audiobook(s) - game(s) - video(s)	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>
2	I hope to learn more about using _____ to assist my teaching of English writing. - audiobook(s) - game(s) - video(s)	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>
3	My attitude to using _____ in teaching English writing will positively change if I learn more about it. - audiobook(s) - game(s) - video(s)	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>

(C) Adoption Practice

** If your response is 'Never' in this section, please skip questions D1-D7 for that particular multisensory tool.*

		Never	Seldom	Sometimes	Often	Frequently
1	How often do you use _____ to assist your teaching of English writing? - audiobook(s) - game(s) - video(s)	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>

(D) Effectiveness of Multisensory Tools

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	Generally, students show <i>higher confidence</i> in learning to write and using English in classroom writing activities/tasks when _____ are used to assist teaching of writing. - audiobooks - games - videos	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>
2	Generally, students are <i>more interested</i> in learning to write and using English in classroom writing activities/tasks when _____ are used to assist teaching of writing. - audiobooks - games - videos	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>
3	Generally, students put <i>more effort</i> in in-class English writing when _____ are used to assist teaching of writing. - audiobooks - games - videos	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>
4	Generally, students <i>perform better</i> in in-class English writing when _____ are used to assist teaching of writing. - audiobooks - games - videos	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>

Appendix D: Interview Protocol

Interview Questions

Date of Interview: _____ Randomly Generated Number: _____

Age: _____ Gender: F / M Teaching Experience: _____ years

1. How many writing task or exercise, on average, did you give your English as a Second Language (ESL) students each year?
2. How many times did you use ___ (see below) ___ in teaching them English writing each year?
 - a. audiobooks (Go to Question 5a if the response is '0')
 - b. games (Go to Question 5b if the response is '0')
 - c. videos (Go to Question 5c if the response is '0')
3. What are the possible factors that encourage you for using ___ (see below) ___ in teaching English writing?
 - a. audiobooks
 - b. games
 - c. videos
4. What challenges did you faced in using ___ (see below) ___ in teaching English writing?
 - a. audiobooks
 - b. games
 - c. videos

(Go to Question 6)

5. What are your reasons for not using ___ (see below) ___ in teaching English writing?
 - a. audiobooks
 - b. games
 - c. videos
6. In what way do you think ___ (see below) ___ enhance the **confidence (e.g. level of scaffolding required, willingness to spell difficult words using letter-sound knowledge)** of English as a Second Language (ESL) learners in using English in their writing?
 - a. audiobooks
 - b. games
 - c. videos
7. In what way do you think ___ (see below) ___ boost the **interest (e.g. level of participation)** of English as a Second Language (ESL) learners in English writing?
 - a. audiobooks
 - b. games
 - c. videos
8. In what way do you think ___ (see below) ___ enhance the **effort (e.g. answering teacher's questions, proofreading own work, seek peer's support, pursue further learning after class)** of English as a Second Language (ESL) learners in using English in their writing?
 - a. audiobooks
 - b. games
 - c. videos
9. In what way do you think ___ (see below) ___ enhance the **performance (e.g. use of vocabulary: range, word choice, spelling, writing fluency, use of grammar: form, accuracy)** of English as a Second Language (ESL) learners in using English in their writing?
 - a. audiobooks
 - b. games
 - c. videos

Appendix E: Interview Response

Appendix J: Interview Questions Answer

In the interview, three open-ended questions were raised to elicit teachers' response on the reasons for their adoption practice of the three chosen multisensory tools including the impetus and challenges involved. The results are summarized as follows.

Table 2 Adoption Impetuses

#	The factors that <i>encourage</i> teachers in using multisensory tools to teach English writing to ESL students	Multisensory Tool(s)	Teachers
1	Increases students' motivation	Audiobooks	Jojo
		Games	Ryan, Mimi, Jojo
		Videos	Ryan, Mimi, Jojo
2	Enhances students' participation	Games	Ryan, Mimi, Jojo
		Videos	Ryan, Mimi, Jojo
3	Manages classroom discipline by positively reinforcing desirable behavior	Games	Ryan
4	Reflects students' thoughts and interest	Games	Ryan
5	Establishes learning ownership	Games	Ryan
6	Facilitates learning and understanding of vocabulary and grammar rules	Audiobooks	Mimi, Jojo
		Videos	Ryan, Mimi, Jojo
		Games	Ryan, Jojo
7	Stimulates writing ideas	Videos	Ryan
		Games	Ryan

Table 3 Adoption Challenges

#	The factors that <i>discourage</i> teachers from using multisensory tools to teach English writing to ESL students	Multisensory Tool(s)	Teachers
1	Inconsistent reinforcement of learners' discipline throughout lessons	Games (R)	Ryan
2	Pop-out ads showing inappropriate behavior or people in inappropriate attire	Videos (R)	Ryan
3	Breakdown of server	Audiobooks	Mimi
		Videos	Mimi
4	Intermittent slowdowns of networking	Audiobooks	Mimi
		Videos	Mimi
5	Difficulty in fitting into the prescribed writing context or curriculum	Audiobooks	Jojo
		Games	Ryan
6	Limitation in content and use	Audiobooks (J)	Jojo
7	Overtax of endurance and loss of attention caused by verbose content	Audiobooks	Jojo
		Videos	Jojo
8	Causes difficulty in managing students' discipline	Games	Jojo
9	Distracts learners' focus from the study of linguistic forms	Games	Jojo
10	Unnecessary use of audiobooks in a prescribed curriculum	Audiobooks	Ryan

Appendix F1: Interview Transcript (Ryan)

Interview Date : 15th March, 2016 (Tuesday)
Interviewer : Researcher
Interviewee : Ryan

(Start of Interview)

Researcher : How many writing task do you normally give to your students every year?

Ryan : Well, how'd I put this... an English teacher in schools is different from a lot of the other English teachers. I'm a NET teacher, so it's part of the NET scheme. Um I'm supposed to be working with P1 to P3, and so because I think there're 12 classes... I don't know how many... how many different classes are but the P1... Eleven! I think there're eleven. And so I just see each of those eleven classes for two periods, or two lessons each week. And the curriculum program that I use is the Read Write Inc (RWI), and it has a fairly prescribed method of implementation. And it's very heavily focus on writing at the later stages, but the program is based on phonics, so for P1 students, the first half year just learning the sounds, and working on... Once they know the sound, they practice blending more and more CVC, consonant-vowel-consonant. From there, they kind of have that foundation, then in the second half year, they start start building up to creating sentences, and... Sorry I know this kind of run backward to your question... but then in P2 and P3, once they have that foundation and phonics awareness, and be able to treat simple sentences and then they kind of progress and so I guess the stages focus on speaking and listening first, and then they build up to reading and writing. And so in the P2 and P3 classes, we do writing every lesson, and usually... I'd say often to always, they have writing homework to take home. Could just be a couple of sentences, or could be a couple of paragraphs.

Researcher : So there're two writing tasks per week for P2 and P3?

Ryan : Em... Yes! I guess you can say that.

Researcher : Cool. How many times dis you try using audiobooks in teaching them English writing every year?

Ryan : Actually NEVER tried using the audiobooks.

Researcher : Never tried?

Ryan : No. Yea I guess, you know, preliminarily because it's prescribed curriculum from Oxford that, you know, it's kind of... stand in the delivery as it works.

- Researcher : How about for games?
- Ryan : Er games, I *do* use games. I don't use them exclusively for writing but I definitely use them as a way of, you know, engaging and motivating the kids, and is a classroom management tool. The students... they are very lively and can easily get excited, which I think is good because I don't want a class just sitting there passively absorbing information. I kind of like to go in with the broad idea with... get these things done and you know, say, come up with ideas we use that. And they'll be separated into teams, maybe boys and girls, maybe they kind of have three rows. Maybe I'll put them into different teams. Points will be awarded for the group that is ready before all the others to reinforce... Also the groups are quiet when I want to give instructions, and explain the next writing task. That gets back to motivation and positive reinforcement.
- Researcher : Right. So do you use it every lesson or roughly how many times...
- Ryan : I would say... 80% to 90% of the lessons I will have the class in teams. Not every time, some classes... you know, like coming "Mr Ryan, teams teams teams". "Uh ok, do you want boys and girls or do you want two teams". And I would try to give them greater ownership over... when they have their teams. I'll let them pick their team names so they'd become more aware of pop culture especially for KS1 students.
- Researcher : Pop culture?
- Ryan : Yea Star Wars! Whatever movie they are into that month that's the team name tends to involve around. That's especially true for P1, P2, and P3. KS1 students are more excited to elicit their vocabulary... "Pluto! Earth! Star! Moon!" (laughs) You know, it does reflect their thoughts as well... Yea pick a different student each time and kind of go through so that every student has a chance to participate that way, so that they can have more ownership over what is happening in the class.
- Researcher : Okay.
- Ryan : Another time is... For a topic students were required to write about their favorite animals, so before I got into the writing part I played five different animal sounds and got students to guess the associated animals. Then they needed to compromised with their teammates and choose one animal [among the five elicited animals] as their team name. KS1 students were excited to use their vocabulary of animals... "Lion! Rabbit! Cow! Oh I want to be Bird!"
-
- Researcher : How about videos?
- Ryan : Videos yea! Videos can be very helpful for explaining certain vocabulary. You know it's quite difficult to describe 'they're full of mischief' as one of the kind of phrases... a sentence using that phrase. I always encourage them to write a couple of sentences, like tell me a story. But ... how I explain 'full of mischief' is... I said "Uh it's like doing

something a little bit annoying but you don't MEAN to be naughty or causing damages." To make sure students understand it I showed a video [of cats' behavior] on YouTube. In the video, they saw cats pushing glasses off the table and pushing other cats over so that definitely increased their engagement and their motivation. So by observing the facial expression and behavior of the cats, students could better understand the meaning of the phrase and use it in the appropriate context, leading to more fluent writing... [The examples of the cats' behavior] also stimulate ideas for them to write about.

Researcher : So that counts to like 80 to 90% of the lesson as well?

Ryan : Eh I would say...maybe only 30-50% of the lesson I'll use the video. And then, it is usually just to kind of help them understand the emotions of the phrase that just giving them a textbook definition wouldn't quite convey to them.

Researcher : So you usually put it BEFORE the main task as an introduction?

Ryan : Yes.

Researcher : Any challenges that you face in using the multisensory tools?

Ryan : Um I think for games... I guess the... being consistent... that's one thing I catch myself doing all the timers. They want to start off with games, and I'll start doing something else and getting them to the next task, so not doing the consistent reinforcement. It's an instrument which... I can't remember from my psychology classes that kind of say it is better but... you know it's just how it goes. You know sometimes sitting down like pointing that thing on the computers and bringing up to kids, I kind of forget that they want points, but then normally once the classroom's getting too noisy, then I'll see some groups are sitting quiet then I'll just "Star Wars is really quiet. Give them a point.", so then everybody gets quiet. You know if a student shout out "wooo", 'Apple group is very quiet but other groups are quiet' so... I know there're a lot of teachers who like to deduct points but I like to reward the positive behavior rather than punishing the negative behavior, so I'd say "Oh this team's shouting out but good jobs other teams", and so I... oh what's the question? (laughs)

Researcher : What challenges did you -

Ryan : Oh yea yea it's the challenges! It's just the inconsistency.

Researcher : As well as in using videos?

Ryan : Uh videos... I guess the challenges... sometimes I haven't screened the videos and you always have the pop-up ads on YouTube, and sometimes they show people kissing or in an inappropriate attire...

Researcher : You mean the advertisement?

Ryan : Yea! And the kids are going to scream.

Researcher : Does it have a voice?

- Ryan : No it doesn't have a voice.
- Researcher : Cool! So um what are your reasons for not using audiobooks? Is that because there're no audiobooks here?
- Ryan : Yes I think it's because... to back to what I said earlier about the RWI curriculum being very prescribed. I have a bit of room in terms of how I choose to implement it but as far as I know there're no audiobooks fit in the curriculum, and so if I were to use one, it'd kind of be of outside of what I was supposed to be doing. So I'm not opposed to it. I'm sure in the right lesson, it can be implemented very well but for my lessons, there's just no overlap.
-
- Researcher : Right. In what way do you think the use of audiobooks, videos and games enhance students' confidence? You can maybe break it down to talk about audiobooks first, then videos and games.
- Ryan : Alright. Well, I'll kind of not talk about audiobooks because I don't really use them. But, in terms of games, I used games with points to encourage idea generation for the writing task. An example was how I could make a baby giggle and gurgle. I asked for an idea. If they wrote more ideas or phrased their idea in a complete sentence such as "You can play Peekaboo to make the baby giggle.", then they got 2 chops. But if they just wrote a one-word answer like 'peekaboo', they got 1 chop for the idea. Surprisingly, instead of giving me just one idea like they normally do, more than half of the class wrote two to three ideas in full sentences. It's the scaffolding for the writing task and an idea generator for getting lots of different ideas from them. I make sure they listen to their classmates remember what they're saying. Then, after doing that for a couple of minutes, once five or six ideas have been floated out, then I ask them to write down some improvised ideas.
- Researcher : Do you think students generally have more confidence in presenting their ideas? Or, do you think it doesn't make a big difference after using the games and videos?
- Ryan : Um I think the students are able to umm...I don't know if confidence is the word. I think they're more excited and energetic and motivated. Confidence *does* underlie that but for them I see more excitement. And so with that, excitement comes confidence. But the excitement is the visible aspect of it, and confidence is supporting that.
- Researcher : Ok. Games are idea simulator. How about videos?
- Ryan : I think video works in a very similar manner. Go back to the cat video... Everybody loves cat videos. Showing cat videos did get them [students] excited and laughing. They were engaged and could remember the things that the cats did in the video. I guess it would get them a greater sense of confidence and they needed less scaffolding in brainstorming ideas because they would have lots of ideas when they were asked to write about cats. All they have to do is pick one and say "My cat is full of mischief. He always

pushes the orange juice off the table.”. We do like a kitten combination, and so they can see all the different ways that the kittens are full of mischief. Because of that they have lots of ideas about what they can write about.

Researcher : So can I conclude by saying they would have more confidence in using the language in writing maybe?

Ryan : Yes!

Researcher : Ok. Do you think using these kinds of tools can enhance students' writing performance? For example, they can use more vocabulary, write more fluent sentences, using correct punctuation in sentences? Do you think there's a relationship in between?

Ryan : I think for the high ability students it may help, but for the mid-range and absolutely for the lower ability students having a bit more scaffolding for them in part of the sentence structure... but there're many ways to make their ability. First, by giving them an introduction they have the set up and then they understand the first dot dot dot idea. Second, dot dot dot idea. So if they have the basic structure there, it would be kind of filling-in-the-blanks, with the help of a little bit scaffolding, they can achieve success.

Researcher : Do you think they can also enhance their efforts in their writing?

Ryan : The more motivated and excited they are, the more they could put in their writing. I have a couple of ongoing inside jokes for some of the students. One of my P3 students always tries to work in cool range riddles into his writing task. I think it's great and it's something I have been trying to reinforce because, you know, you've to be creative and try to fit in the cool range riddles. He draws pictures on the side. I was encouraged to draw pictures, and tell him "It's yours. Take care of it.". That just creates a sense of ownership and the freedom of expression. "This is me. I can do anything I want here." Yea I've been trying to be really positive. The main things that I added on are the capital letters and full stop.

Researcher : Do you know if they pursue any further learning by themselves after using the tools?

Ryan : I don't know... Sorry.

Researcher : That's okay. Ok I think that is. Thanks for your information.

Ryan : No problem.

Researcher : Do you any questions?

Ryan : No.

Appendix F2: Interview Transcript (Mimi)

Interview Date : 18th March, 2016 (Friday)

Interviewer : Researcher

Interviewee : Mimi

(Start of Interview)

Researcher : Would you mind telling me your age?

Mimi : 35-40

Researcher : How many writing task or exercise would you give to your students every year?

Mimi : There are normally 6 writing tasks for KS1 and 8 for KS2. Students are required to write 10 journals in total every year. There is also a RWI program for the KS1 students for they will need to do one more in-class writing task every week. As the RWI program is not designed for KS2 students, KS1 students will only need to do, as I said earlier, 6 writing worksheets and KS2 will need to do 8 writing worksheets.

Researcher : I see. Is journal writing specified for KS1 students only?

Mimi : Er it's for both the KS1 and KS2 students.

Researcher : Another thing I would like to know if whether you would use audiobooks in guiding students to write or enhancing their motivation in writing?

Mimi : Actually, I use that in teaching writing for every chapter.

Researcher : So if there're six chapters in total, you would use audiobooks for six times for that purpose?

Mimi : Yes.

Researcher : How about for games and videos?

Mimi : I also use them in every chapter, as long as they suit the learning topic and content.

Researcher : What encourage you to use these multisensory tools?

Mimi : I love using videos because they are mostly in English medium, with different topics on not just Hong Kong but also Western cultures... Students are generally more motivated in learning writing when these tools are adopted, compared to using direct instruction when teacher talk dominated. They raised more questions and were more attentive in class.

Researcher : I see. So basically you like using all of these three tools?

Mimi : Yes.

Researcher : Which one would you like more?

Mimi : Uh... games, such as online games.

- Researcher : Have you faced any challenges when using these tools? For example, having the feeling that a certain kind of tool is difficult to be implemented or be fit in the curriculum...?
- Mimi : Uh... We'll screen those which suit the curriculum. One limitation of implementing these tools is the issue with the school server, so sometimes the planned materials cannot be used in the lessons. Also the networking system is sometimes slow.
- Researcher : Ok. So there're mainly these two challenges?
- Mimi : Right.
-
- Researcher : Do you think using these these multisensory tools helps improve students' confidence in their learning of English writing?
- Mimi : Err... they would feel more interested in learning writing. It enhances their confidence in speaking but when it comes to writing... Students sometimes recycled the key vocabulary appeared in the subtitles of the videos and reading texts of the audiobooks [in their writing]. Spelling mistakes remained but apparently they made fewer of them...
- Researcher : Ok. So do you agree that using multisensory tools would make key words more memorable to students?
- Mimi : Right.
- Researcher : How about grammar? Say, if you teach grammar rules with games -
- Mimi : Yea it's better... Alike using videos, students would have a deeper memory on the rules. For songs and chants, students will remember the lyrics. For KS1, if there are any songs which fit in the teaching context we'll use them as the theme songs. Then we'll probably sing it before the start of each lesson. For example, there was a unit introducing prepositions such as in, on, under. We would mime the actions as we sang the song, so when it comes to writing students know where to put the preposition in a sentence.
- Researcher : Does the effect also apply on the song '7 Days in a Week'?
- Mimi : Yes. (laughs)
- Researcher : How about videos? Would you feel using videos cannot make vocabulary and grammar rules as memorable to students as games and audiobooks?
- Mimi : They have similar effect.
-
- Researcher : Alright. Similar effect... Okay here comes question 7. The learning interest of students would normally be...?
- Mimi : Very strong. Even students with low ability would be more energized. And they sometimes would sing the song themselves after listening to them in the lesson.
- Researcher : How about for SEN students?
- Mimi : They would be more attentive. When it comes to chanting they would generally be more active.

Researcher : Do students write with fewer mistakes or automatically proofread their own writing after being taught with the three multisensory tools?

Mimi : Temporarily they don't have the ability to do so [proofread their own writing]...

Researcher : How about for P5?

Mimi : Neither for P5... Maybe that's because of the difference in students' background. Parents won't check their completed homework so neither will the students. I usually found that the sentences and vocabulary they produced in their writing were fluent and didn't quite convey the exact meaning of their ideas respectively.

Researcher : But I guess students performed a little bit better in word spelling...?

Mimi : Em not really... Students performed a bit better if they were asked to write something related to the textbook topic, but if they were given a chance to write on a textbook-unrelated topic they tend not to be able to produce a rich content in their writing.

Researcher : Do you think students read more or pursue further learning of their writing skills in their leisure time?

Mimi : Um students in the two classes I taught this year do not read often. Students I taught last year read more...

Researcher : I see. Right so -

Mimi : But I can see that they like reading books. They have some time for reading remedial from Tuesday morning to Friday morning.

Researcher : Can they choose to read the books they like?

Mimi : For junior students, books are arranged by teachers but they are given a few choices. Senior students can choose their own ones.

Researcher : Are the senior students required to read English newspaper?

Mimi : English newspapers are provided for them to read.

Researcher : I see.

Researcher : And the last thing is... whether students write more fluently in their writing?

Mimi : KS1 in this school generally have higher learning motivation so they may write fluently sometimes, but for KS2 they normally have their own writing styles so they won't listen to you...

Researcher : Sorry there is one question I forgot to ask. Regarding question 8, do you think using the three aforementioned multisensory tools can enhance peer cooperation? Say, when they're peer evaluating each other's work, could they notice their peers' spelling mistakes?

Mimi : Actually, they performed better when reading others' writing.

Researcher : They performed better when reading others' writing. Do you think this practice is related to the use of the tools?

Mimi : Not related to the use of the tools.

Researcher : Ok. So that is for today's interview. Please feel free to let me know if you have any questions.

Mimi : Sure.

Appendix F3: Interview Transcript (Jojo)

Interview Date : 21st March, 2016 (Monday)

Interviewer : Researcher

Interviewee : Jojo

(Start of Interview)

Researcher : Thank you for your time for the interview. I would like to know how many writing tasks, on average, would you give to your students every year?

Jojo : According to the guidelines prescribed by the school, the students would need to do 9 writing tasks and at least 10 journals. They will also need to attend 15 to 20 Read Write Inc lessons every year, with a few writing tasks in each lesson. So that adds up to 30 to 40 writing tasks every year, excluding in-class writing exercises.

Researcher : Okay so the 30 to 40 writing tasks exclude those in-class writing exercises, 10 journals and 9 writing tasks... [Right], are the 9 writing tasks issued in form of a worksheet?

Jojo : Yes.

Researcher : How often would you use audiobooks when you issue the writing tasks to the students? You can express your ideas either specifically to each multisensory tools or in general.

Jojo : Ok. I seldom use audiobooks in lessons. We have eBooks in school but I think eBook, as such, is a reading tool but not for writing. Audiobooks serve as a 'base' for student to read when they are learning vocabulary and pronunciation. As to games, students learnt through games more often in the RWI program, when I need to teach with a NET. The NET would sometimes come up with some improvised games related to the writing tasks and sometimes as a warm-up of the lesson, focusing students' attention for the subsequent writing task. Games are used more often for in-class writing tasks but seldom for take-home writing worksheet, as the writing topics of the worksheets are usually limited by the textbook unit. Videos are used for writing topics such as 'My Best Friend'...

Researcher : So as to introduce something in the pre-writing stage?

Jojo : True.

Researcher : Have you encountered any challenges when using the three multisensory tools (points to the vocabulary 'audiobooks', 'videos', 'games' on the interview questions protocol)?

Jojo : Audiobooks... its usage is limited by the structure prescribed by the textbook.

Researcher : Audiobooks... do you mean eBooks?

Jojo : Right. Ebooks. Ebooks contain only the content of the textbook reading texts, so ~~their~~

usage is limited to enabling students to read those texts. And students tend to feel bored when audiobooks are used as they contain no visuals but only sound, so if the reading text is long students would lose their patience very quickly. As to games, students are easily motivated but maintaining classroom discipline can be an issue, because sometimes students would focus a lot on playing the games instead of learning.

Researcher : I see.

Jojo : I think using videos is better. I think about how the videos are related to the writing tasks before using them. Students can focus on learning more easily, but similarly if the video is too long students may lose their attention. Generally, comparing the two methods, I think video is a better choice.

Researcher : Video is a better choice...

Jojo : Yea, regarding the discipline issues.

Researcher : I see. Why would you say that students tended to focus on having fun instead of learning when language games are used? Can you give me some examples of that?

Jojo : I remember... when students were playing Bingo Game, they focused a lot on whether they have the called-out words (on their bingo sheet) but passed over the spelling of the vocabulary. And... when I was teaching prepositions such as in, on, under, one of the language games I used involved students [reading some gapped sentences and] shooting the paper-made mini basketballs into the basket of the correct preposition. But they seemed to be only focusing on whether the balls got into the goal, neglecting the answers they chose...

Researcher : Do you mean students would randomly pick the answer?

Jojo : Uh... Yea it *did* happen. Some of them even hadn't taken a clear look at the given choices of the preposition before they shot the ball for they wanted to shoot it very quickly, so I had to stop them and explain to them again the aim of the activity.

Researcher : I see.

Researcher : Are there any reasons encouraging you to adopt those three multisensory tools?

Jojo : Audiobook is what I seldom adopted among all three multisensory tools, but I think one of the benefits it brings is... reading the reading text to students with the use of audiobooks is better than reading the text by myself. Students can listen to the formal pronunciation of the words [Right]. Another question is...

Researcher : Why do you like to use games...?
Jojo : Right. The reason is simple. It's to arouse students' interest. Motivation to me is the most important element in learning. If students have low motivation in learning, teaching would not be 'successful' because they wouldn't be able to absorb anything no matter what a teacher does. As to videos, I feel that many students in my class are visual and audio learners, so when they see something interesting or hear some songs they like they would sing along. I would use songs with their target language fitting the learning context. I feel that when students are singing along the song... weaker learners may not be able use the target language in the end, but as long as they remember the songs or the videos I think they can master something of the language...

Researcher : I see. So here comes question 6. Among the three multisensory tools, which one(s) do you think can enhance students' confidence when they write?

Jojo : Em... enhancing confidence in writing...

Researcher : For example, could students demonstrate a higher ability in word spelling after videos are adopted in teaching English writing?

Jojo : Uh among all three multisensory tools, I think using games in teaching writing can enhance students' confidence in writing because normally... the shy students in my class don't play an active role in responding to my questions, but when it is in a game they are willing to volunteer to give response. The Chinese students [in this class] generally have lower English proficiency than the Non-Chinese students. I remember last year, the whole class gave applause to a passive boy when he worked out a problem in a language game and gave a correct response. Since then that student has become more willing to volunteer his response to my questions. So this practice acts as a powerful tool to encourage them [in using the language] especially the lower-achievers and passive learners.

Researcher : Ok. How about for videos?

Jojo : For videos, I think there is little relationship between its adoption and students' confidence in English writing... Um, using videos in giving writing instruction can expose students to real English so they raise their confidence in using it [English] to deal with real world issues... because they can listen to the correct pronunciation, tone and stress [through watching and listening to the communication between people in the videos].

Researcher : Ok. So for question 7... You feel that students generally have higher interest in learning English writing when videos are used...?

Jojo : Right, higher interest. It's better than teachers giving direct instruction to students.

Researcher : So in general, the order is videos, games and audiobooks...?

Jojo : Do you mean confidence or -

Researcher : Em... in terms of interest.

Jojo : In terms of confidence, I think game is the best technique. For interest, I think... games and videos have the similar effect. Right... as I said before, students love to hear or watch something. The games I use often involve visuals, and body movement. For example, I once tried a game where one student had to select an action phrase, say, take a shower, and mime the action silently in front of the class, while the other students observed the actions and guessed which phrase is being dramatized. After several lessons, I did the other way around... I had students obey my simple verbal commands of actions and mime the according actions. It first took them some time to figure out the meaning of the action phrases before they did the actions, but later as they mastered the meaning of the phrases they mimed faster and faster. I think students if students can comprehend the games they would understand the target language, because they would be more attentive when they want to play the game, but they seem to be switching their focus to the game itself rather than the target language if they get too excited.

Researcher : I see. Here comes question 8. Is there any tool which you think can encourage students to pursue further learning in English writing after school, or to participate in in-class writing activities, or to proofread their own writing?

Jojo : For proofreading... we didn't put a high demand on the junior learners so they seldom proofread their writing and they can fulfill the demand by just writing up to 30 or 40 words. And... I think there's not much relationship between the use of audiobooks and students' writing effort because students are only passive receivers of information when they are listening to the audio-recording, but for games, as I said earlier, many weak students are willing to participate. Games can be divided into different levels with the less challenging ones assigned to the weak learners, so that they can be encouraged when they successfully tackle the problems [in the games]. When they know that they can achieve success in learning, they will be willing to pay more effort in the process. For videos... I sometimes introduced grammar rules through English grammar videos, say, last time in teaching the formation of present perfect tense in the passive voice and the connective 'unless'. Explanation about the form, meaning and examples of the grammar rules were provided, so students were generally able to accurately produce sentences with the target grammar structure 'is/am/are + past participle' and the connective in their writing after watching the video...

- Researcher : Would you mind sharing the videos with me later after this interview?
- Jojo : Sure. I don't know if you've tried typing some language terms on YouTube... There will be someone providing explanation about the items. I can share the links with you. However, I think this practice [of showing English grammar videos] can only be used for teaching senior because the instruction involves scholarly concepts [that junior learners may hardly understand], providing explanation about the form, meaning and examples of a certain grammar rule. But for junior students, they may not be interested in this kind of videos because they are quite wordy despite of the presence of animations.
- Researcher : I see. Do you consider introducing grammar rules through this way as a more effective way than through activities -
- Jojo : Yes actually. Because the videos contain both explanation and animations. Say, to explain the meaning of the sentence 'he is knocked by a car.', there will be an animation showing the action. And again, whether students remember the meaning vary among themselves.
-
- Researcher : Right. So it comes to the last question... It's about students' writing performance, for example, would their writing demonstrate higher fluency or a wider range of vocabulary use after adopting the three multisensory tools?
- Jojo : I think using audiobooks can help build students' vocabulary. I usually begin teaching a chapter with playing the audio-recording of the textbook reading text to students. All the target vocabulary [of the chapter] is included in the recording so it enables students to gain an idea about what kind of vocabulary they are expected to put in their writing. As to games, students generally demonstrated better performance in writing when I involved them in language games related to grammar. For example, they remembered where they should put the preposition in a sentence and when to use present tense because the games drew their attention to the specific forms...
- Researcher : Do you mean games which provide words for students to choose from?
- Jojo : Right. But the learnt knowledge has to be recapped before playing the games so that it can be made more memorable for learners. I once tried a game where one student had to select an action phrase, say, take a shower, and mime the action silently in front of the class, while the other students observed the actions and guessed which phrase is being dramatized. After several lessons, I did the other way around... I had students obey my simple verbal commands of actions and mime the according actions. It first took them some time to figure out the meaning of the action phrases before they did the actions, but later as they mastered the meaning of the phrases they mimed faster and faster.

- Researcher : I see. Are there any games you think can enhance students' spelling?
- Jojo : Spelling...
- Researcher : Say, Bingo Game?
- Jojo : Bingo Game... I think it might be possible [to improve students' spelling] if the vocabulary involved is shorter, say, adjectives such as honest, hard-working. When it comes to spelling... I think of videos. Students learnt about sound^þ through songs in P1 and they could still remember the songs when they now become P2 students. Once they learn the letter-sound relationship, they know how to blend the sound, which is an important skill required for word spelling. This is what I think students could achieve last year.
- Researcher : Why would they learn sound blending? Is it a part of the RWI program?
- Jojo : Right. They learnt sound blending in RWI through songs. I can also send you the songs later. [In games,] simple words were chosen for instruction and students were guided to form [the written form of] these words by combining the vowel sounds and consonant sounds. So tool of this kind facilitates students' learning of spelling.
- Researcher : How did students learn sound blending in RWI program when they were first promoted to P1? Through games, videos, or by showing a book with different red words...?
- Jojo : When they became a P1 student, they were shown some cards of A4 size written with a big letter. We don't call them letters but sounds. We taught 2 sounds per lesson and spent more than ten lessons to teach them all the sounds. Games were only used when the students learnt all the sounds. In the game, a word card would be randomly drawn by a student for them to read aloud the sound of the word as they traced the shape of the letter. They think this game is interesting.
- Researcher : Great! So I think that is for today's interview. Do you have any questions regarding this interview?
- Jojo : No.
- Researcher : Thank you so much for your time.