

The Impact of Multimedia on EFL Teaching and Learning

Aisha Fadl Almola Mohammed Al Emam

lecturer in English-Applied
Linguistics- Northern Border
University-Saudi Arabia.

Abstract:

Multimedia repositories libraries and databases offer the potential for providing Teachers and students with access to a wide variety of interconnected information resources and activities. This study aims to focus on how multimedia could enhance EFL Teachers and learners to improve their performance and create motivation in EFL classes. The study adopts the descriptive analytical method, the sample of the study was forty (40) teachers to whom the questionnaire has been distributed, and the data were analyzed with (SPSS) programme. As result of the analysis it was found that: time devoted for EFL classes is sufficient to use multimedia, using technology motivates EFL students to practice English language effectively, the use of computer technology in EFL classroom helps students to understand the complex concepts more easily. Based on the findings this study recommended that: teachers and learners should have the appropriate knowledge of the use of ICT, for the process of teaching and learning, the teachers should practice the teaching using computer more than traditional teaching, the government must make available and equipped classrooms with multimedia for better learning environment.

Keywords: Multimedia, Performance, Technology, Motivation, Practice

المستخلص:

الوسائط المتعددة هي مستودع مكتبات ومنفذ واسع وحوارات أساسية تزيد الاساتذة و الطلاب فرصة للوصول الي المعلومات وتربطهم بمصادر المعلومات والنشاطات.. هدفت هذه الدراسة إلي إلقاء الضوء علي كيفية تحسين وتطوير أداء الاساتذة والطلاب لاستخدامهم هذه الوسائط المتعددة وخلق دافعية داخل فصول اللغة الانجليزية. اتبعت الدراسة المنهج التحليلي

الوصفي، وتم جمع البيانات عن طريق استبانة وزعت علي اربعون(40) معلما من معلمي اللغة الانجليزية. وتم تحليل البيانات عن طريق برنامج الحزم الإحصائية للعلوم الإحصائية (SPSS). أوضح التحليل العديد من النتائج منها: أن الزمن المحدد غير كافي لاستخدام الوسائط المتعددة، استخدام التكنولوجيا يحفز الطلاب علي ممارسة اللغة الانجليزية كلغة أجنبية بصورة أفضل، استخدام الكمبيوتر في فصل تعلم اللغة الانجليزية يساعد الطلاب علي فهم الكلمات المعقدة بطريقة أسهل. بناء علي هذه النتائج توصي الدراسة: ضرورة معرفة الطلاب والأساتذة بأهمية استخدام التكنولوجيا في تدريس اللغة الانجليزية، علي الأساتذة استخدام طريقة التدريس الحديثة أكثر من استخدامهم طريقة التدريس التقليدية، علي الحكومة توفير وتجهيز القاعات بالوسائط المتعددة لتهيئة بيئة تعليمية افضل.

الكلمات المفتاحية: الوسائط المتعددة، الاداء، التقنية، الدافعية، الممارسة

INTRODUCTION

Background

Multimedia repositories, libraries, and databases offer the potential for providing students with access to a wide variety of interconnected information resources and activities. Moreover, network-accessibility allows these resources to be distributed over wide distances. However, simply providing access to information is not, by itself, sufficient. Multimedia systems instead should facilitate access to information and activities that support effective knowledge construction and learning by students.

Designing such a system requires research into how students will actually use such systems, what kinds of usage actually improves learning, and what types of educational materials these systems should provide.

Multimedia in EFL instruction has considerably changed the way teachers teach and students learn, the incorporation of multimedia programs in traditional learning environments has widely benefited learning and teaching. This incorporation has increased active participation among students, fostered the quality of the learning outcome and offered opportunities for learners to have control over their learning time and place. According to (1) The multimedia-based programs include some multimedia instructional materials such as:(graphics, videos and audios...etc.).

Statement of the Problem

EFL learners are in great need to improve their performance in language. The use of multimedia helps students to develop their skills in English language, communicate more effectively and interact more widely. Most academic institutions lack of using multimedia, new devices and modern technology which can be used to motivate students in EFL classes and raise their performance, if students are involved in classes which are well equipped with different types of multimedia their proficiency may increase.

Objectives of the Study

This study aims to focus on how multimedia could enhance EFL learners to improve their performance and create motivation in EFL classes, and highlight the importance of multimedia in education in general and in English language teaching in particular.

Questions of the Study

The study tries to show to what extent does multimedia affect EFL learners' performance and create motivation?

Hypotheses of the Study

The study suggests the following hypotheses:

1. Multimedia can improve EFL learners' skills.
2. Beside interaction and motivation will be the in highest level if EFL learners are involved in classes of multimedia.

Method of the Study

The study adopts the descriptive analytical method. The sample of the study was forty (40) teachers to whom the questionnaire has been distributed, the data were analyzed by the (SPSS) program, and then the results clarified.

Questions of the Study

The study tries to show to what extent does multimedia affect EFL learners' performance and create motivation?

LITERATURE REVIEW

Introduction

Multimedia has the potential to create high quality learning environments. With the capability of creating a more realistic

learning context through its different media and allowing a learner to take control, interactive multimedia can provide an effective learning environment to different kinds of learners.

Traditional educational content can now be transformed into interactive multimedia content by using authoring packages (2). This fact has enabled the teacher to innovate their instructional designs by presenting the education content in an interactive and multi-sensory manner rather than the traditional single media format. This infusion of multimedia into teaching and learning has altered instructional strategies in educational institutions and many colleges and universities, including those in Malaysia are currently gearing their teaching and learning towards one which uses multimedia technology to enhance the student's learning process.

Developing effective materials (in any medium) that facilitates learning requires an understanding and appreciation of the principles underlying how people learn. Just as engineering is the application of basic principles from physics and chemistry, and as medicine is the application of basic principles of biology, instruction is the application of basic principles of learning (3) When a developer plans to develop an educational courseware or an e-learning application, the principles of learning to apply to the application should be thought about first.

Definition of Multimedia

Multimedia is the use of multiple forms of media in a presentation (4) Shows that:

“Multimedia is the combined use of several media, such as movies, slides, music, and lighting, especially for the purpose of education or entertainment. Also, Multimedia is information in the form of graphics, audio, video, or movies. A multimedia document contains a media element other than plain text”.

Multimedia comprises a computer program that includes text along with at least one of the following: audio or sophisticated sound, music, video, photographs, 3-D graphics, animation, or

high-resolution graphics

The commonality among these definitions involves the integration of more than one medium into some form of communication. Most commonly, though, this term now refers to the integration of media such as text, sound, graphics, animation, video, imaging, and spatial modeling into a computer system.

Advantages of using Multimedia in Teaching

The constant advancement of technology is the main factor of occurring changes. Since Internet emergence, the traditional teaching of English has been challenged, as the result introducing many various and new ways of teaching. The role of teacher is to confront issues with rising student's interest in English learning and increasing the efficiency of teaching during class. Multimedia has been proven to be a golden mean in coping with these problems. (5) state that:

"In the multimedia teaching, with eyes looking, ears listening, mouth speaking, hands writing, brains keeping in mind, students will greatly improve their passion for learning, leading to higher class efficiency".

Multimedia surrounds us and becomes the indispensable element in our life; it provides interesting, new approaches to language teaching. It seems appropriate that teachers adopt and integrate it to their lesson and assessment planning. The implementation of multimedia will allow teachers to take full advantage of technology to teach English as a second language to non-native speaking students. Multimedia teaching in comparison to the traditional teaching model has plenty of advantages, among which we distinguish (5)

Teaching using multimedia makes English class more lively, vivid, and interesting. According to (5) multimedia is the factor influencing areas such as: student's interest stimulation, efficiency improvement in the class, and satisfactory effects achievement. As the result, English classes are more interesting, vivid, and lively. By the means of pictures, sound, and animation, multimedia teach-

ing provides a large number of implicit information. In traditional learning students receive information by listening in a rather passive position. Moreover, students perform mechanical and repeated exercises that are especially designed for them. Traditional learning is not conducive to cultivate student's learning interest, in the contrary to multimedia teaching, which is lively means, providing information in a realistic and vivid way. The author claims that introducing multimedia would considerably improve teaching effect.

Discovering and widening student's knowledge about the Culture of English is another advantage of multimedia in the classroom. Implementation of the multimedia in teaching offers students more possibilities than in the case of traditional teaching where sources of receiving knowledge are limited; textbooks cannot compete with real-life language materials which attract student's attention. Multimedia provides abundant information; students gain the knowledge unconsciously about linguistic factors, such as the customs and cultural background of the target language. In this way students improve their listening skills, and receive information-sharing opportunity where learners interact willingly, helping each other to acquire language more quickly and effectively.

Developing Student's Communicative Competence is a valuable benefit of using multimedia accompanied English teaching. Traditional teaching does not fully use the student's capacity to understand structure, meaning, and function of the language, therefore, it is difficult to achieve communicative competence by them. However, multimedia gives greater incentives to the students than in the case of traditional learning where the student is a passive recipient of the knowledge; moreover it also helps to integrate teaching and learning. Using multimedia activates student's thinking patterns and motivates their emotions; the classes are no longer monotonous but enjoyable. Using PowerPoint stimulates thinking and comprehension of the target language. The implementation

of technological interactivity creates perfect atmosphere, encouraging the students taking part in group discussions and debates, thus, there is more opportunities for communication among students and between teachers and students. Undoubtedly multimedia technology raises positive attitude among students and influences their communication skills in learning the language.

Disadvantages of using Multimedia in Teaching

Application of multimedia technology appears to bring numerous advantages. However, it should not be forgotten that practical teaching and implementation of the interactions can also cause some drawbacks. Below there are the biggest problems listed which may be encountered while introducing and conducting multimedia material. There is the danger of multimedia dominance in the classroom. Multimedia should be an assisting instrument to achieve desired teaching effect. However, it appears that sometimes teachers are too much dependant on multimedia devices, making them rather their slaves than playing the leading role in teaching. (6)states that:

“Many teachers are proven to be active in multimedia teaching but lack proficiency to handle it confidently. Teachers become passive, and stand by the computer, while students’ attention is drawn by the screen; therefore, there is no eye contact between students and teachers”.

To fully understand Creative Education and application of multimedia it is necessary to comprehend that technological applications serve as an assisting instrument to effective teaching and learning rather than a target, and under no circumstance should not dominate the class.

The Application of Multimedia in the Classroom Teaching

Technology offers big range of different tools that teachers can employ in the foreign language classroom to enhance students’ acquisition and improve concentration. Interactive White Boards are widespread and almost all of the schools equip the language classroom with them. It is a precious source for the teachers that

enable multimedia application in the teaching. Power Point presentations are another tool that stimulates thinking and it is very often used in the language classroom.

Interactive White Board

The IWB offers multiple opportunities in foreign language teaching, and it provides exciting ways of acquiring the knowledge that go beyond the possibilities of traditional chalkboards. The Interactive White Board consists of the combination of plain whiteboard, chalkboard, video, television, overhead projector, CD player and classroom computer. It is a big, touch-sensitive board which is connected to a digital projector and a computer, therefore, enabling transmitting the contents from the computer and displaying it by the projector on the board. The user can control the board, either by touching it directly or with a specially intended pen (7). The Interactive White Board can be applied in a laboratory class for language learning for the following purposes:

- i. Using resources from the websites in whole-class teaching,
- ii. Showing video clips to help students get a better understanding of a certain concept,
- iii. Demonstrating a piece of software packages,
- iv. Making presentations by students and showing the results of their work,
- v. Creating digital flipcharts,
- vi. Manipulating text,
- vii. Practicing handwriting,
- viii. Saving notes for the future use,
- ix. Revising material.

Thus, the IWB serves as the tool enabling the access to and use of digital resources, it is suppose to benefit the whole class while the teacher remain the guide and monitors the learning (8) The IWB also enables the access to the internet where it is possible for the teachers to find plenty of educational websites, video and audio clips, photos and materials to enrich the language teaching. There are also available educational software packages for the

IWB that offer interactive and electronic texts and games. They are specifically designed for teaching curricular content and can be purchased for classroom use. Moreover, the IWB is the mean that enables showing information in multimedia format, and it is possible to save student's work on the computer which can be displayed later on the board. It still has the features of a traditional chalkboard; teachers can write and erase what they wrote as it has been done in such way for years. Using the IWB in the classroom brings a lot of advantages for both students and teachers.

The big benefit can be seen in maximizing time for language learning, as the materials are stored and can be reused again and again, teachers no longer need to spend so much time on planning and developing resources. Posters, flashcards, CD players, and sometimes even textbooks can be substituted by suitable images and texts chosen by instructors, and can be easily stored for future reference. Relevant quality of the IWB is that multimedia enables teachers to have the access to materials and prepared lessons quickly and efficiently from a vast range of resources. Its multisensory feature enables moving between visual and oral input easily, thus, supporting language practice. The another quality which engages and holds student's attention is that software designed specifically for the IWB contains interactive texts, and activities with colourful graphics and sound effects. All these benefits from using the IWB in the classroom are especially useful for young learners, as they are best to learn through the senses such as: hearing, seeing, touching, as well as through the verbal interaction (7). Young learners find very attractive and appealing the characteristic elements of the IWB:

1. Visual elements as colour and movement,
2. Auditory elements as music, voce, and sound effects, tactile elements.

It supports their visualizing process and encourages them to actively participate in action songs. The possibility of physically touching and moving objects on the screen, playing interactive

games, working with written text in English absorb them and raise their motivation which in result reinforce the development of their linguistic competence.

PowerPoint

Presentations PowerPoint is the tool commonly known and used nowadays. Its popularity is growing as it is perceived that it influences teaching and learning significantly. Power Point incorporates animation, graphic, colour, and imaginary. It is possible to employ a variety of computer applications and methodologies. The findings show that presenting materials on a computer rise the attention what affects learning results. PowerPoint also improves four skills in language learning, namely: listening, speaking, reading, and writing. This tool stimulates imaginary, contributes to understanding, and improves short and long-term memory. There is better information retention when pictures and texts are presented together. It is proved that colour is a memory stimulus, and is encoded as a verbal representation that improves language learning. The colours in many cases can be the indicator in responding to teachers' messages. However, their choice has to be carefully thought through and the teachers should keep colour selections simple and restrained as the inappropriate colours can undermine subject and cause distraction of the students ⁽⁹⁾ PowerPoint is the program that enables interactivity, and it is possible to create wide range of activities, starting from treasure hunts to interactive quizzes and even to game-showtype games. In contrast to paper-and-pencil activities, quizzes, games, and activities created in PowerPoint can be additionally enhanced by the use of visuals, graphics, and sound clips. It is essential that interactivity is used in the thoughtful way and fulfills the purpose of supporting instruction ⁽¹⁰⁾. Hyper-linking are a very useful while enhancing multimedia, they can be used in PowerPoint presentations for instance. Hyperlinks can appear in the form of underlined text, an image, an object or a chart. When you click on a given item, they can either show different slide in the presentation, open a document or file,

or direct the user to a web page on the internet company internet.

Hypertext is the link directed from the textual items, it is mostly indicated by key words which are underlined and have a blue colour. Hypermedia refers to the similar links to the hypertexts, however, instead of linking text or set of the words to the texts, involves linking diverse media such as images, sound, animation and video. It is only possible for hypermedia to use two types of media, text plus sound or text plus photographs. Bahadorfar (2013: 249). Hyper words is the term used for interactive text, however, hyper-links describes the words that are linked to target destinations. Through simple set of commands hyper words enable interaction with other programs such as dictionaries, e-mails, on-line translators. ⁽¹⁰⁾PowerPoint is a powerful tool that enables creative designing. It is possible to turn plain-vanilla paper-style quizzes to more meaningful learning activities, resulting in the feeling of closer connection between the content and application by learners (10)

Multimedia in the Teaching/Learning Process

According to Mayer(2001:34) Multimedia learning refers to the cognitive effect or mental images that man forms as consequences of being exposed to a multimedia show. Multimedia learning occurs when people build mental representations from words (such as spoken text or printed text) and pictures (such as illustrations, photos, animation, or video).As you can see in this definition, multimedia refers to the presentation of words and pictures, whereas learning refers to the learners construction of knowledge. The process by which people build mental representations from words and pictures is the focus of Mayer's' cognitive theory of multimedia learning. He adds that multimedia offers instructors and students new ways to enhance the teaching/learning process. Multimedia is important in education because it holds great promise for improving the quality of education. That is, it provides teachers and students with the tools to access multiple images and sounds. Teachers can break free from the constraints of textbooks

and the chalkboard. Classes can experience specific learning material, know about its background in real-time or slow motion. Moreover, in learning English there is interactivity which means mutual action between the learner, the learning system, and the learning material. Numerous studies have found that interactivity has a strong positive effect on learning, (11) reviewed 75 learning studies and found that learners learn faster, and have better attitudes toward learning when using interactive multimedia.

Listening and Technologies

A prominent artifact of older beliefs concerning the role of listening in language learning is the language laboratory. The rationale for language laboratories is tied to the notion that individual listening practice with audiotape helps build a learner's ability to understand and speak the target language. Technology continues to be perceived as an enhancement to the process of language acquisition. The large-scale infusion of computers in language instruction programs in the past decade attests to this belief. The rationale behind what is now growing support for Computer Assisted Language Learning (CALL) is not unlike earlier enthusiasm for audiotape based technologies. That is, both media provide individualized access to target language material that the learner can control and use in a self-study format.

In face to face interaction, listening entails complex interpretive processes. Intricate webs of situational variables interact to determine what meanings are derived in conversation. Processing requirements such as reciprocity of interlocutors' perspectives, the etcetera principle (filling in the gaps of what one hears with knowledge of the language and the world), and combined retrospective and prospective meanings all come into play. This multi-faceted processing spells a heavy demand when the medium of communication is a foreign or second language. Theoretical models that attempt to capture the intricate nature of the listening process cannot hope to account for the myriad of cognitive and external environmental factors that influence reception, interpretation, and

response construction. In short, rendering a complex activity like listening into a single construct has proved difficult⁽¹²⁾.

Multimedia and Speaking Fluency

Interactive technological materials offer useful opportunities to develop EFL speaking fluency. The multimedia-based programs provided some new instructional materials for fostering fluency skills. Moreover, these instructional materials included in multimedia-based programs help the students to learn according to their own pace and needs.⁽¹³⁾ pinpointed that

“The instructional online or downloadable videos may help English learners to record their dialogues and then play it back. Generally, learners are asked to evaluate their own utterances, and they also have the chance to keep practicing and refining their attempts in order to improve their speaking fluency skills”.

The literature on integrating video-recording of student speaking in language learning offers several advantages. Students can watch and see themselves and their fellow friends' performances. Similarly, teachers can use video to help students become fluent speakers in English. In addition, students have the opportunity to view the recording on video more than once. Thus, recordings allow students to replay the video as many times as they need. So, they can make self-evaluation of themselves as well as their fellow friends. As a consequence, students become selfcritical, because they can see their problems and trace their improvements⁽¹⁾.

ICT and Reading

Integrating computers and the internet technology in the foreign language classroom is a subject of great debate. Most research findings in the field of ICT reveal promising results about the use of computers and internet in EFL reading.⁽¹⁴⁾ assumes that these technologies can provide “both ESL/EFL teachers and students with virtually boundless uses” CALL (Computer Assisted Language Learning) has nowadays become a common feature of most EFL classrooms.⁽¹⁵⁾ stress

“the great benefits CALL has in increasing students’ interaction (in the target language) in the form of exchanging, discussing and negotiating utterances and information to construct their knowledge about the target language”.

For ⁽¹⁶⁾computer-based instruction can also provide students with unreachable and fascinating activities which motivate them. With particular emphasis on the reading classroom, ⁽¹⁷⁾ stress the importance of computers and the internet as good sources in developing reading skills. They argued that computer-based reading helps increase students’ interaction with texts, attention to individual needs, and increases independence through an ability to read texts they would not otherwise be able to read. It also helps them improve their sight word vocabulary, fluency, and comprehension which are crucial for improving reading.

Multimedia and Writing Instruction

The process approach is an approach to teaching writing that stresses on the stages of the writing process rather than on the final product ⁽¹⁸⁾. The impact of process approach is well documented in earlier studies by seminal researchers in writing pedagogy. According to ⁽¹⁹⁾, the process approach is a cyclical process consisting of six stages such as generating ideas, drafting, structuring, reviewing and focusing. ⁽²⁰⁾ in their meta-analysis concluded that the process approach to writing resulted in the improvement of the quality of writing. Similar studies ⁽²⁰⁾ provided significant insights on writing practices at primary level. Their study revealed that the process approach to writing enhanced the writing skill of the students. The effectiveness of the process approach is evident from these studies. The process approach pedagogy can be further enhanced if it is packaged according to the needs of the digital age. Hence, this study advocates multimedia integration at every stage of process approach.

Obstacles in using Multimedia

The very richness and complexity interactive multimedia can lead to problems if the needs of the learner are not given careful consideration. As ⁽²¹⁾ points out,

“for any design to be successful, in terms of developing usable and understandable products, then that design must be based on the needs and interests of the users and be informed by an understanding of their limitations and capabilities. In the context of interactive multimedia learning applications this involves consideration of both human-computer interaction and learning theory”.

However, it is important to realize that failure to present multimedia technology in an appropriate form can lead to negative results.

Elements of Multimedia System

According to ⁽²²⁾ multimedia means that computer information can be represented through audio, graphics, image, video and animation in addition to traditional media (text and graphics). Hypermedia can be considered as one type of particular multimedia application. Visual input can take the form of text, Graphics, pictures, diagrams, video, or animation. Auditory input can consist of sound, signals/cues, music, narration, or instructions. They are explained in the following caption.

Text is the most common media type in computing applications.

Systems use a combination of text and other media to deliver functionality. Text in multimedia systems can express specific information, or it can act as reinforcement for information contained in other media items. This is a common practice in applications with accessibility requirements. For example, when Web pages include image elements, they can also include a short amount of text for the user’s browser to include as an alternative, in case the digital image item is not available.

Graphics/ Images

(22) says

“Graphics are visual presentations on some surface, such as a canvas, wall, computer screen, paper, or stone to brand, inform, illustrate, or entertain. Examples are photographs, Line Art, graphs, diagrams, drawings, typography, numbers, symbols, geometric designs, maps, engineering drawings, or other images. Graphics often combine text, illustration, and color”.

Graphics are usually generated by a graphics editor program (e.g. Illustrator) or automatically by a program (e.g. Postscript). Graphics files usually store the primitive assembly and do not take up a very high storage overhead. Input devices for capturing graphics include keyboard (for text and cursor control), mouse, and trackball or graphics tablet. Images may be two-dimensional, such as a photograph, screen display, and as well as a three-dimensional, such as a statue. They can be captured by scanner, digital camera for processing by a multimedia computer. In a broader sense, an image can be seen as any two-dimensional figure such as a map, a graph, a pie chart, or an abstract painting. In this wider sense, images can also be rendered manually, such as by drawing, painting, carving, rendered automatically by printing or computer graphics technology, or developed by a combination of methods, especially in a pseudo-photograph.

The following table provides Mayers description and examples of each type of graphic, Audio / Sound and Video(23)

Type of Graphic	Description	Example
Static graphic	Does not show any motion or movement.	A graphic showing an airplane in a hangar.
Animated graphic	A collection of static graphics which change over time to dynamically illustrate a .Sequence or process	A graphic showing a flying airplane
Conceptual graphic	Used to explain a concept, that is, an idea, theory, or impression that cannot be seen.	A graphic depicting data transfer between two computers
Screenshots or screen grabs	Generally used in courses based on software applications	A course on Microsoft Word can include screen grabs to show how to perform various tasks in Word, such as opening a document, saving a document, and Setting various options.

(Chart 1)

Audio / Sound

(22) shows voice and music, for example are by nature analog, so when teachers record voice or video, they have created an analog electric signal. They can be captured into the computer for processing via microphones and then digitized and stored. If we want to store the recording in the computer or send it digitally, we need to change it through a process called sampling. The term sampling means measuring the amplitude of the signal at equal intervals. After the analog signals is sampled, teachers can store the binary data in the computer or use line coding (or a combination of block coding and line coding) to further change the signal to a digital one so it can be transmitted digitally. Digital signals are less prone to noise and distortion. A small change in an analog signal can change the received voice substantially.

Affective Impact of Multimedia

The Affective domain includes emotional aspects of learning, such as attitudes, motivations, values, and feelings (24) Aspects of affective learning often, but not always, involve engagement with the actions, beliefs, behaviors, products, and cultures of other people and places. Growth in this area is a result of personal judgments regarding the acceptance, valuing, and integration, or disregard, de-valuing, and opposition to new and perhaps conflicting realities, experiences, and environments (24) The affective domain of learning is divided into five permeable sub-section including: receiving (lowest), responding, valuing, organization, and internalizing (highest).

METHODOLOGY**Introduction**

The study adopts the descriptive analytical method. So, this part provides a description of the sample of the study, how data collected, analyzed, and statistically procedures used. Also, it discusses the responses of the forty (40) EFL teachers to whom the questionnaire have been distributed, and to find the validity, reli-

ability of the questionnaires follows.

<u>0.93</u>	RELIA
<u>0.96</u>	VALID

Reliability and Validity of the Questionnaire

The study used the statistical package for social sciences to analyze the data collected. The researcher used Pearson's correlation and the results obtained as follows:

In this study the researcher used Pearson correlation through half-methods. According to the equation below it is found that the validity is:

$$r_{xy} = \frac{N(\sum XY) - (\sum X \sum Y)}{\sqrt{[N(\sum X^2) - (\sum X)^2][N(\sum Y^2) - (\sum Y)^2]}}$$

Where in the figure2:

r = correlation

R: Reliability of the questionnaire

N: number of all items in the questionnaire

X: odd scores

Y: even scores

\sum : Sum

R = $\frac{2 \times r}{1+r}$

1+r

$$\text{Val} = \sqrt{\text{reliability}}$$

$$\text{Correlation} = 0.87$$

$$R = \frac{2 \times r}{1+r} = \frac{2(0.87)}{1+0.87} = \frac{1.74}{1.87} = \text{Reliability} = \underline{0.93}$$

$$\text{Val} = \sqrt{0.93} = \text{Validity} = \underline{0.96}$$

DATA ANALYSIS AND DISCUSSION**Table(1) Multimedia helps EFL learner in guessing the meaning of vocabulary**

Options	Frequency	Percent
Yes	31	77.5
To some extent	5	12.5
No	4	10.0
Total	40	100.0

Table(2) Multimedia increases reading comprehension skills and integrate them with writing skills

Options	Frequency	Percent
Yes	27	67.5
To some extent	5	12.5
No	8	20.0
Total	40	100.0

Table(3) Most of EFL foreign language teachers are not well trained in using multimedia.

Options	Frequency	Percent
Yes	29	72.5
To some extent	7	17.5
No	4	10.0
Total	40	100.0

Table(4)Using technology motivates EFL students to practice English language effectively

Options	Frequency	Percent
Yes	37	92.5
To some extent	2	5.0
No	1	2.5
Total	40	100.0

Table(5)Using audio- visual aids build teachers and learners self confidence

Options	Frequency	Percent
Yes	33	82.5
To some extent	5	12.5
No	2	5.0
Total	40	100.0

Table(6)the use of multimedia increases students' participation in various classroom activities

Options	Frequency	Percent
Yes	33	82.5
To some extent	5	12.5
No	2	5.0
Total	40	100.0

Table(7)the use of computer technology in EFL classroom help students to understand the complex concepts more easily

Options	Frequency	Percent
Yes	29	72.5
To some extent	4	10.0
No	7	17.5
Total	40	100.0

Table(8)the use of educational technology is more effective than traditional method in teaching and learning EFL

Table(9) Lack of using multimedia in EFL classes hinders learning process

Options	Frequency	Percent
Yes	34	85.0
To some extent	2	5.0
No	4	10.0
Total	40	100.0

Options	Frequency	Percent
Yes	37	92.5
To some extent	1	2.5
No	2	5.0
Total	40	100.0

Testing Hypotheses

The topic tries to ensure and test the hypotheses that may answer previous question.

Hypothesis one: Multimedia can improve EFL learners' skills.

According to the statistical analysis of table (4.6), most respondents (97.5%) yes that, Multimedia can improve university EFL learners in language skills. Therefore, the hypothesis is accepted.

Hypothesis Two: Interaction and motivation will be the highest level if EFL learners are involved in classes of multimedia

According to the statistical analysis of table (4.1),(4.13), (85%) yes that, Interaction and motivation will be the highest level if EFL learners are involved in classes multimedia, so the second-hypothesis is accepted.

CONCLUSION

Multimedia is a future-oriented form of learning English. Improving conditions in schools, result in having well-equipped classroom enabling using various forms of multimedia. Currently, there are many students that need motivation in learning and as they are surrounded by multiple stimuli every day, they have to learn in the same way. Teachers need to realize that they need to go away from traditional teaching and use the tools that involve different senses. The teachers indicate the number of the advantages from using multimedia in the classroom. First of all, they think that computers are a wonderful tool, and together with the Internet enable easier and faster communication, which in turn results in and leads to acquiring target language in easier way. The next advantage seen by teachers is that they observe increased willingness by English learner's participation in the classroom. The third advantage is that teaching in combination with multimedia is undeniably more effective. The fourth very important benefit is that there are enough good multimedia materials for English teaching, giving opportunities for teachers to provide their students with reliable, various, and interesting sources.

Findings

- Time devoted for EFL learner is insufficient to multimedia in the class room.
- Multimedia increase Reading comprehension skills and integrate them with writing skills.
- Using technology motivates EFL students to practice English language effectively.

- Using of computer technology in EFL class room helps students to understand the complex concepts more easily.
- The Lack of using multimedia in EFL class hinders learning process.
- Using of audio- visual built teachers and learners self confidence.
- Showing students class online EFL class raise their awareness.

Recommendations

1. The teacher and learners should have the appropriate knowledge of the use of ICT, for the process of teaching and learning.
2. Teachers should provide their students with opportunities for interacting through technical aids.
3. EFL learners should be motivated through using ICT.
4. The teachers should be Practice the course of computer more than traditional teaching.
5. The government must make available and equipped classrooms to use multimedia in the teaching learning process.
6. Using multimedia devices in teaching Vocabulary.
7. Using online dictionaries will raise the student's vocabulary.
8. Using videos will lend them to learn pronunciation as the native speakers do.
9. Motivate students to learn more new ways in learning EFL.

REFERENCES

- (1) Kirkgoz, Y. (2011). A blended learning study on implementing video recorded speaking tasks in task-based classroom instruction. *Turkish Online Journal of Educational Technology TOJET*. 10(4), 1-13.
- (2) (Roselli et al., 2003) Does Hypermedia Really Work for Tutoring Children? University of Paola Italy, IEEE Computer Society, 1070986x/03/\$17.22.
- (3) Alessi, S. & Trollip, S.R. (2001). *Multimedia for learning: Methods and development*. 3rd edition. MA: Allyn and Bacon. 667
- (4))Schwartz, James E and Robert J Beichner, (1999) *Essential of Education Technology*. Needham Hights, MA: Allyn & Bacon.
- (5) Dong & Li (2011) *The Reflection for Multimedia Teaching*. *Asian Social Science* 7(2) DOI:10.5539/ass.v7n2p165
- (6) Patel, Ch. (2013) "Use of Multimedia Technology in Teaching and Learning communication skill: An Analysis." *International Journal of Advancements in Research and Technology* 2,7: 116-123
- (7) Dudney, G., Hockly, N. (2007) *How to teach English with technology*. Pearson Education Limited, Malaysia.
- (8) Hall, I., Higgins, S. (2005) "Primary school students' perceptions of interactive whiteboards." *Journal of Computer Assisted Learning* 21, 2: 102-117.
- (9) Rajabi, S., Ketabi, S. (2012) "Enhancing Student's Use of Cohesive Devices: Impacts of PowerPoint Presentations on EFL Academic Writing" *Jouranal of Language Teaching and Research*. 3,6:1135-1143
- (10) Bozarth, J. (2008) *Better Than Bullet Points: Creating Engaging E-learning with PowerPoint*. Published by Pfeiffer. San Francisco, CA.
- (11) Bosco, J. (1986). *An analysis of evaluations of interactive video*. Educational Technology,

- (12) Dunkel, P. (1986). Developing listening fluency in L2: Theoretical principles and pedagogical considerations. *Modern Language Journal*, 70(2), 99-106.
- (13) Sharma, P., & Barrett, B. (2007). *Blended learning: Using technology in and beyond the language classroom*. Oxford: Macmillan Publishers Limited.
- (14) King, J. (2002). Using DVD feature films in the EFL classroom. *Language Learning*, 3(2), 42-60.
- (15) Jonassen, D. H. (1994). Technology as cognitive tools: Learners as designers. Retrieved from <http://it.coe.uga.edu/itforum/paper1/paper1.html>
- (16) Harmer, J. (2007) *Computers in Schools*, Taylor & Francis
- (17) Case and Truscott (1999) *Computer Based Instruction as a Form of Differentiated Instruction in a Traditional, Teacher-Led, Low-Income, High School Biology Classroom*. Dissertation and Thesis Paper 4437. Portland State University.
- (18) Leki, I. (1991, April). Teaching second language writing: where we seem to be. *English teaching forum* (Vol. 29, No. 2, pp. 8-11).
- (19) White, R. & Arndt, V. (1991): *Process Writing*. London and New York: Longman.
- (20) Graham, S., & Perin, D. (2007). *Writing Next-Effective strategies to improve writing of adolescents in middle and high schools*. A Report to Carnegie Corporation of New York. Alliance for Excellent Education, Nigeria. [www. Nou. Edu. Ng](http://www.nou.edu.ng)
- (21) Norman, D.A. (1988). *The psychology of Everyday things*, New York: Basic Books.
- (22) Nicholas, I. (2009). *Multimedia Technologies*, Nigeria. ISBN National open university of Pun, *International Journal of Interdisciplinary Studies*. 1, 1: 29-38.
- (23) Mayer, R. (2001). *Multimedia learning*. New York: Cambridge University Press.
- (24) Krathwohl, D.R, Bloom, B.S., and Masia, B.B (1973) *Taxonomy of Educational objectives :the classification of Affective Goals*. Hand book f II: Affective Domain. New York, Ny= David Mckay co., Inc.