

REVIEW OF RELATED RESEARCHES ON TEACHING ENGLISH USING MULTIMEDIA

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Abstract:

The students who join the degree classes, at different colleges could not express their views in speech and writing. They require some training to improve their speaking and writing skills in English. For this purpose, many researchers had undertaken many studies using multimedia to improve the communicative competence of the students in English at the tertiary level. This paper describes the different studies undertaken by various researchers who used multimedia in teaching English.

Key Words: *Multimedia, communicative competences, instructional material.*

In the dissertation entitled 'Effects of multimedia instructional material on students learning and their perceptions of the instruction' Laura Gabriela Yamauchi explains the importance of multimedia in teaching language. This study examined the effects of multimedia instructional material on student's learning and their perceptions of the instruction. A quasi-experimental study design was used for the purpose of this study. One hundred eleven students enrolled in a Quantity Food Production laboratory class in two different semesters were designated to either the control or experimental group. Both groups received traditional instructor-led orientation sessions about table service and beverage preparation procedures. However, the experimental group was only allowed to access new instructional materials presented on DVD. A set of pretest and posttest was used to collect the data. Test gain scores and students' class performance grades were computed and analyzed to compare students' learning outcomes between the two groups. Students' perceptions of instruction were measured with their opinions of instruction, their self-reported level of understanding of table and beverage service procedures, and their level of satisfaction. Result of independent samples *t*-test showed: (1) students in the experimental group had a significantly higher gain score than students in the control group; (2) no significant differences in students' performance grades between the two groups. (3) two out of seven questions about students' opinions about the instruction had more positive perception responses for students who watched the DVD than students of the control group; (4) no significant differences existed in students' self-reported level of understanding of table service and beverage preparation procedures between the two groups; and (5) students who watched the DVD had a higher level of overall satisfaction with the instruction than students who did not. Limitations of this study are recognized, and suggestions for future research are also provided.

In the article entitled "Use of Technology in English Language Teaching and Learning: An Analysis.," Solanki D. Shyamlee describes the ways of using technology in teaching languages. In language teaching and learning, we have a lot to choose from the world of technology: Radio, TV, CD Rom, Computers, C.A.L.L., the internet, Electronic Dictionary, Email, Blogs and Audio Cassettes, Power Point, Videos, DVD's or VCD's. The last two decades have witnessed a revolution due to onset of technology, and has changed the dynamics of various industries, and has also influenced the industries and the way people interact and work in the society. This rapid rising and development of information

technology has offered a better pattern to explore the new teaching model. As a result technology plays a very important role in English teaching. Using multimedia to create a context to teach English has its unique advantages. This paper tries to analyze the necessity of multimedia technology to language teaching and also brings out the problems faced by using these technologies. It also aims to make English teachers aware of the strategies to use it in an effective manner. "Ideally, the purpose of both the traditional and computer-assisted cooperative language learning classrooms is to provide a space in which the facilitation of learning, and learning itself, can take place" (Shi, 2008: 76). It is true that one of the ultimate goals of multimedia language teaching is to promote students' motivation and learning interest, which can be a practical way to get them involved in the language learning. Context creation of ELT should be based on the openness and accessibility of the teaching materials and information. During the process of optimizing the multimedia English teaching, students are not too dependent on their mother tongue, but will be motivated and guided to communicate with each other. Concerning the development of technology, we believe that in future, the use of multimedia English teaching will be further developed. The process of English learning will be more student-centered but less time-consuming. Therefore, it promises that the teaching quality will be improved and students' applied English skill can be effectively cultivated, meaning that students' communicative competence will be further developed. In conclusion, we believe that this process can fully improve students' ideation and practical language skills, which is helpful and useful to ensure and fulfil an effective result of teaching and learning.

In the article entitled "The application of Multimedia- Based Presentation in Improving Students' Speaking Skill", Imam Fauzi explains, how to use multimedia to improve speaking skills. This action research taking place at a private university in Serang, Banten investigated the use of multimedia-based presentation to improve speaking skill. The findings showed that students' speaking and presentation skills improved and their confidence to speak in front of the class increased. Students also learned technology which is beneficial for their study and future career. This study, therefore, suggests that teachers consider this aid in teaching-learning processes. This study took place at one of universities in Serang at the Economics Department. One of the limitations is each individual was not given much time to present since they had to do it in group. Further action research may be needed to explore the effects of multimedia in a small EFL classroom, and further studies may be needed to investigate the effectiveness of multimedia-based presentation in different departments or secondary school setting. Finally, a more robust study needs to be done to investigate the role of multimedia in improving students' speaking (presentation) skills.

In the article entitled "An Analysis of the Use of Multimedia Technology in Computer Aided Design Training: Towards Effective Design Goals," Warren Davies, identifies the research principles that should be adhered to when designing multimedia training material and validates these principles from a student's and an instructor's perspective. The most effective forms of multimedia are also identified. Finally, the factors inhibiting the use of multimedia are established and the measures taken to overcome these are discussed. Data was collected from stakeholders in a computer aided design (CAD) training environment in Ireland. All subjects were adult learners and data was only solicited from instructors (n=28) and learners (n=159) in adult education. Mixed methods including interviews, surveys and a group discussion were used to collect the qualitative data while a series of empirical experiments was used to test the design principles. The research found that principles of multimedia learning are valid from the students' perspective however the instructors did not uphold all the principles. Our sample revealed that computer based material is the most popular and effective way to learn from and computer technology is the most effective delivery platform. Prohibitive costs, perceived lack of skill and insufficient support are factors inhibiting the use of multimedia material. These findings will help to guide the instructor in implementing a multimedia training strategy in order to create a more engaging and interactive learning experience. Multimedia material is generally defined as the use of a combination of media forms, such as pictures and words, or animation and sound. These combinations can include as many forms as possible

but must contain at least two to be called multimedia. A set of learning principles apply to the use of multimedia material and these should be considered to ensure that best practice procedure is followed. These principles may be coupled with the instructor and student requirements to determine a set of design goals to refer to before proceeding with the introduction of multimedia material into the training environment.

In the research paper entitled "The use of Multimedia in English Teaching" Zhang Zhen Explains the different uses of Multimedia in Teaching English. The 21st century is an information age as well as knowledge economy age. The rapid development of information technology provides us with advanced teaching means-multimedia. It is true that multimedia has many advantages in English teaching, such as offering more information, saving more time, stimulating students' imagination and creativity, and so on. Although multimedia has many advantages, some scholars suggested that it should not be used blindly. What we should know is that multimedia just only plays an assisting role in English teaching. The thesis consists of four parts. The first part gives a general introduction of multimedia. The second part illustrates the necessity of multimedia in English teaching. The third part elaborates the advantages of multimedia teaching and problems when we use multimedia. The last part gives some strategies on how to use multimedia well. In the last seven years, the application of multimedia technology in English teaching has become a trend in china, which is especially beneficial to language learning. It is urgent that education needs to be modernized in rapidly society and multimedia is an important aspect in modern education. In order to suit for this kind of need, course reformation and multimedia teaching are sped up in every country, in which it is extremely needed to turn traditional teaching into modern teaching in English teaching. In the future, multimedia technology is likely to be a necessity not only for English teaching but also for teaching for many other subjects. As a device which stimulates and at the same time partners the user's processes of thinking, reasoning, and communicating, the multimedia also has the potential to change these processes. Surely, neither should the practitioners be blindly led by the technological innovation, nor should they deny the function of multimedia in language teaching.

In the article entitled "Multimedia: A Technique in Teaching Process in the Classrooms", Ashvini Joshi examines one of the techniques to improving the student academic needs and helps them developing English language skills using multimedia during the process of teaching and learning in the classroom. Multimedia classroom provide the students chances for interacting with diverse texts that give them a solid background in the tasks and content of mainstream college courses. The writing aims to find out some advantages of the use of multimedia in the classroom. Also, the involvement of technology in the classroom cannot deny giving positive point to improving the quality of teaching and giving more various techniques in teaching a foreign language. The research uses a qualitative method giving a deeply description using multimedia in the classroom. The difference between a traditional classroom and multimedia classroom has been drawn in this writing. The writing shows that there are some advantages in teaching English using multimedia as a technique in teaching process in the classroom. Through the media the teacher could give more opportunity to students to express their opinions and enjoy during the course. The highly presence and motivation also bring positive aspects to students so that they can improve their skills. Through the interaction with multimedia, the students become increasingly familiar with academic vocabulary and language structure. Connecting with the Internet will make the benefit of increased student motivation. Students are eager to begin class and often arrive early at the computer lab, logging on the Internet and beginning research on their own. They also often stay after class to continue working on the Internet. Overall, students develop greater confidence in their ability to use English because they need to interact with the Internet through reading and writing. Using multimedia provides the students to gather information through media that encourages their imaginations, interests. Also by using this technology combined with the sense of teaching will create a successful teaching method.

In the article entitled "Use of Technology in improving speaking skills", B.Waheeda Parveen

opines that the advent of technology brought revolutionary changes in language usage. Technology is vehemently used in educational sectors rather than trade and transactions. It is the mode of communication. In order to communicate, speaking skills has to be excelled by the learners in learning English. In the fast developing 21st century various innovative technologies are being introduced to teach speaking skills in the classrooms. The present world is driven by technology, which cannot be denied. It is the means to get access with this modernized world. Though technology cannot play the crucial role of a teacher, it can be used as an additional tool for improving teaching methods in classroom. Internet, podcasts, video conferencing, videos and speech recognition software, TELL, Blogging are considered to be some of the best tools for teaching speaking skills. This paper aims to discuss some modern technologies available for teachers of English today to enhance speaking skill of second or foreign language and the availability of various technologies, their impact, their practical uses and the problems associated with the application of modern technological tools.

In the article entitled "Implementing Multi-Media as a Pedagogical Tool in an EFL Classroom: Benefits and Barriers" Naiyer Azam Hashmi explains the implementation of computer technologies especially the use of multimedia and internet in Saudi education system. The students have shown great interest in using computers technology for foreign language learning because computer technologies have transformed their contemporary society, changing the way they live, work and learn. As a response to such societal transformation, computer technologies have been brought into classrooms where they are considered to be effective in enhancing students learning and addressing certain education problems. The institutions of higher learning in Saudi Arabia have encouraged students and faculty members use multimedia and other related technologies in the classroom. To explore the benefits and barriers of implementing multimedia as a pedagogical tool in an EFL classroom, this study, through an interactive questionnaire, was conducted at the Preparatory Year, Najran University, Kingdom of Saudi Arabia. The focus group of the study was the students of level one and level two of the same semester i.e. the first semester 2015-16. The students were divided into two levels: Level one with 30 students (5 girls and twenty five boys) and Level two, with 30 students (six girls and twenty four boys). The interactive questionnaire had 8 items on the implementation of multimedia and the internet in an EFL classroom. Based on the findings of the interactive sessions, this study concludes that implementing multimedia and using internet and technology in EFL classrooms are highly motivating factors and help learners achieve their desired learning outcomes. This research suggests that implementing multimedia and using internet and technology in an EFL classroom are very important and highly motivating factor for students. It is established, perhaps, that one of the ultimate goals of multimedia in language teaching is to promote students' motivation and learning interest and the use of multimedia is a practical way to get students involved in language learning. It is hoped that, in future, the use of multimedia in English teaching will be further strengthen. The process of EFL teaching and learning will be more student-centered but less time-consuming.

In the article entitled "Multi-media language lab: A four walled room to groom the communicative competence of engineering graduates", MD Abdulla and Ajay Kumar. Sexplains the ways of using multimedia for Engineering students. Teachers were the only sources for the knowledge acquisition in the olden days. They used to follow traditional teaching methods, where they share their knowledge through preaching. The world has changed in many aspects with the advent of scientific and technological evolution. Then the culture of sharing skills and knowledge found its new way with the assistance of modern technology. Education is being learnt and taught with the help of modern technological aids and the system of teaching and learning became comfortable and effective with the use of technical instruments. In the new technical era communication skills play vital role. All the technical knowledge is available in English language. Teaching English language and communication skills to engineering graduates has become a great challenge to the language teachers. In order to cope with the requirements of

MNC's Engineering graduates should master English efficiency. Though English is part of Indian institutions curricula since elementary level to higher education both in professional and nonprofessional courses, Indian students are flunking in mastering it. It requires rigorous training programs and incessant practice work. It is incumbent upon the English language teachers to assist the students in discovering the incredible power of the English language skills and it is their bounden duty to play a crucial role in nourishing the four skills of English language among the students of Engineering and Technology. The language teachers today are blessed with marvelous electronic tools to teach these language skills. Though Multi-media language labs have a few drawbacks, they provide the best platform to engineering students to acquire Linguistic proficiency and communicative competence.

In the article entitled "The Effect of Multimedia Glosses on Vocabulary Development of Intermediate EFL Learners" Foroogh Azari, Hadi Giahpoor explain how to improve the vocabulary of the EFL learners using multimedia. The present study investigated the effect of multimediagloss on incidental vocabulary learning of 52 English learners at intermediate level as opposed to paper gloss vocabulary learning. The subjects were divided into two groups, multimedia gloss and paper gloss. A pre-test and a post-test were administered to the groups and the scores were analyzed using Wilcoxon Signed Rank Test. The findings showed that the multimedia gloss group significantly outperformed the paper group in terms of short-term retention of incidentally learned vocabulary items. Due to the limited time, longer-term retention of the words was not measured. The findings showed that multimedia gloss can benefit intermediate EFL learners in terms of vocabulary learning. In the present study, teaching vocabulary by using multimedia gloss and paper gloss were compared. The result is encouraging. The findings suggest that multimedia glosses are more effective than paper glosses in learning vocabulary. The results showed that the students in the experimental group outperformed the students in control group. It is suggested to the English teachers to use multimedia glosses in teaching vocabulary that can lead to better understanding. Using multimedia glosses can help teachers to save time and energy in the class.

In the article entitled "Teaching Grammar to Iranian EFL Learners through Blended Learning Using Multimedia Softwares" Seyyed Mehrdad Aslani explains the use of multimedia software on Iranian EFL students' grammar learning. To do so, 87 Iranian EFL learners at elementary level of language proficiency were assigned to three groups: the experimental, control, and constant groups. A grammar test was given to the students in order to have homogeneous experimental and control groups before the experiment. The experimental group received instructions through multimedia softwares, the control group received traditional instructions, and the constant group used worksheets prepared by their language school. The data was collected through a grammar post-test, a questionnaire, and classroom observations. The results showed a great level of disparity between the two groups of learners regarding their acquisition of new grammar. In other words, multimedia softwares had positive effect on the students' grammar learning. The first research question tried to check the effectiveness of blended learning through multimedia softwares on grammar learning of Iranian EFL learners. The results of independent sample t-test showed that there was a significance difference between learners' performances in the experimental group and the control group. This indicated that multimedia softwares had a positive effect on learners' grammar learning. Moreover, applying technology in classes and learning through it can enhance activity engagement. The results of this study have also shown that student-centered classes and interactive education can be achieved through the application of technology in EFL classes.

In the article entitled "The Effect of Using Multimedia on Vocabulary Learning of Pre-Intermediate and Intermediate Iranian EFL Learners" Houman Tabar and Mohammadreza Khodareza state that computer technology has been widely used for educational purposes. In fact, more and more teachers are using computers and the Internet in their classrooms. This study examines the effect of multimedia on vocabulary learning of pre-intermediate and intermediate Iranian EFL learners. To achieve this purpose, 60 students who were enrolled at Iran Language Institute (ILI) in Amol were selected as subjects. These

students were given the Oxford Placement Test in order to validate their proficiency levels. These participants were then randomly assigned to the experimental and control groups. The four groups underwent the same procedures except that the control groups did not receive the experimental treatment. Prior to the treatments, all groups sat for pre-tests. Then the students were exposed to the treatments for eight sessions; that is, the word lists which were selected from the students' books were taught to the subjects. These words were taught to the experimental groups using the multimedia software "Vocaboly" while they were taught to the control groups using the Teacher-led Method (TLM). After the treatments, all groups sat for post-tests. Then, the results of mean scores were interpreted by using Independent-Sample T-Test. The results of the research indicated that the CAVI groups performed better on post-tests when compared to the Teacher-led Instruction groups. Therefore, treatment proved to have a significant impact on vocabulary learning of the learners. The present study investigated the effect of Computer-Assisted Vocabulary Instruction (CAVI) on preintermediate and intermediate Iranian EFL learners' vocabulary learning and compared CAVI with Teacher-led Instruction (TLI) in term of vocabulary achievement. The comparison of both group scores revealed that the students in CAVI groups could learn and retain more vocabulary than teacher-led groups. This shows that multimedia makes excellent teaching tool, especially in teaching vocabularies.

Laura Gabriela Yamauchi (2008), Solanki D. Shyamlee (2012), Imam Fauzi (2016), Warren Davies (2013), Zhang Zhen (2016), Ashvini Joshi (2012), B. Waheeda Parveen (2016), Naiyer Azam Hashmi (2016), MD Abdulla and Ajay kumar.S (2017), Fooroogh Azzari and Hadi Giahpoor (2016), Seyyed Mehrdad Aslani (2015) and Houman Tabar & Mohammadreza Khodareza (2012), had undertaken researches regarding the use of multimedia in improving the teaching of English.

In sum, regardless of the difficulties lying ahead, we must admit that multimedia do make a revolutionary impact on language teaching. To be sure, it is permanent task for a teacher to do more and deeper studies in the application of multimedia. It is no doubt that more practical and effective ways can be worked out to improve English teaching.

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