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### **Perceptions of the Teachers and the Students toward Using Multimedia as an Effective Tool for Teaching and Learning English in Pakistan**

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#### **Abstract**

The current study investigated into attitude and the perceptions of the teachers and the students at intermediate level about using multimedia as effective tool for teaching and learning. A sample population was from three subdivisions of District Okara Punjab Pakistan. Simple random sampling technique was applied in the collection of data and data were collected from 60 students equally included male and female and 20 teachers from different private and government colleges. Data were analyzed on SPSS version 16. Interviews of the teachers and the students were taken and explanatory description was made qualitatively in the discussion section. The study revealed that there were significant favorable attitudes and perceptions of both students and teachers. They liked use of multimedia to a great extent considering as effective tool in expediting the learning and the teaching process.

**Key words:** Teacher, Teaching, Multi Media

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## **I. Introduction**

Man has ever been inquisitive by nature. He has always been in search of new technologies to modify his life style. Education is an integral part of human civilization. So he has been devising new ways for instructional strategies in education. Multimedia is one of those dynamic devices invented and utilized by man. Now-a-days, Multimedia is used on a large scale with ease and pleasure in urban and adjoining urban areas and on small scale with great confusion is used in rural areas. A number of researchers realizing its volatility have researched to impart the practice of multimedia in classes. Some of the researchers are being stated as under:

Pun. Ph.D. lecture of English conducted a study on “The Use of Multimedia in English Language Teaching in Nepal. (2013) He came out with the results that the main purpose of using multimedia technology in language teaching is to promote students’ motivation and learning interest in the English language. In the non-native English speaking context, this can be a practical way to get them involved in the language learning. To achieve this goal, the language teachers should create a favorable environment for English language teaching, which should be based on the availability of information and teaching materials. While using multimedia technology in teaching if students are not too dependent on their mother tongue, they should be motivated to communicate with each other in English. The process of English learning should be more student-centered and less time-consuming. The language teachers should maintain the students' communicative competence through multimedia technology, utilization of multimedia technology can fully improve the students’ thinking and practical language skills. It will ensure and fulfill an effective result of English language teaching. Despite some disadvantages of using multimedia technology in teaching, multimedia technology can be used effectively in the English language teaching classrooms. Overall, the non-native speakers of English as language teachers can teach English more efficiently if they use multimedia technology.

In the same way Amine, Benachaiba and Guemide (2012& 2013) conducted study on “Using Multimedia to Motivate Students in EFL Classroom: A Case Study of Master’s students at Jijel University Algeria and viewed that technology can be a source of keen interest for students to teach them EFL. Technology, he describes, is a facilitator and must be used with the view not with the ultimate view. He explored that the use of media is also the desire of students as well. According to him, various devices of media i.e. tape recorder, projector, audio-visual aids are influencing language teaching a lot. Moreover, multimedia has been proven a source of inspiration among learners. They take it as a familiar and facilitative tool to increase and embellish their learning faculties.

Gilakjani (2012) conducted study on “The Significant Role of Multimedia in Motivating EFL Learner’s Motivation in English Language Learning. He came with the results that multimedia must be used under the background of advanced educational theory and fulfill the target of effective language teaching by the use of multimedia. Through the use of multimedia, one can analyze and explore the abilities of the learners. Learners as well can judge their strength through the usage of multimedia. Through this they can become focused learners. The usage of multimedia can be inspired among students by designing simple and easier tasks.

Chen & LIU (2012) conducted study on “Applying Multimedia technology to the teaching and learning of English in China: Problems and Solutions. They viewed that the implementation of multimedia technology to teaching and learning of college English is proving effective. But it has also created difficulties both for teachers and students. He also suggested some fruitful indications to eradicate these problems. According to them, teachers must be trained in the usage of multimedia. There should be improvement in traditional teaching to make it effective one.

## **II. Objectives of the Study**

The objectives of the study were:

1. To find out perceptions of the students towards using multimedia for learning English in the class room setting.
2. To find out Teachers’ perceptions towards using multimedia as an effective tool for teaching English at intermediate level.

## **III. Methodology**

The current study was survey based for which mixed methods research was applied. A questionnaire was developed and used as tool to conduct survey. The Reliability of the items in the questionnaire was checked using Cronbach’s Alpha statistics as 0.765 on SPSS version 16. The populations for this study were the teachers and students from

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higher secondary institutes of the government and the private in District Okara. Stratified random sampling was applied in the selection of population. 14 teachers and 60 students from the population were approached to collect data through questionnaire and interviews by conducting simple random sampling as it was impossible to have access to whole population from the entire higher secondary institutes of Punjab. The researchers approached the heads of the institutes requesting to grant permission for the collection of the data to avoid inconvenience. The collected data were analyzed quantitatively and interpreted in fact figures by using SPSS. The results of the study were discussed in the light of views and observations obtained through interviews of the students and the teachers and in the end the discussion was generalized to students and the teachers of the Punjab Pakistan.

#### IV. Data Analysis

**Table 1** shows results about the perceptions of the teachers towards Multimedia use.

S. No	Items	No of participants	Range	Mean	Std. Deviation	Variance
1	I am aware of using multimedia	14	2	1.71	.611	.374
2	Multimedia is a source of inspiration to me		2	1.79	.579	.335
3	I learn and improve myself well through Multimedia		2	1.93	.616	.379
4	I enjoy my multimedia class		2	1.79	.699	.489
5	I feel contrasting situation in multimedia class		2	2.07	.917	.841
6	If teachers & students are well trained, multimedia class is effective		3	1.79	.975	.951
7	Rural students like using multimedia in class		3	2.43	1.016	1.033
8	Multimedia presentation is easy to understand & good delivery		2	1.86	.770	.593
9	Board presentation is easy to understand		2	1.93	.730	.533
10	Multimedia facility is easily available.		3	1.86	1.099	1.209
11	Students want to multimedia to be used in class.		3	2.64	.842	.709
12	Students want to take regular multimedia classes		3	2.00	.961	.923
13	Multimedia is available in the institution		2	1.79	.893	.797
14	Multimedia classes are very comprehensive		3	1.64	.929	.863
15	Without multimedia classes are very comprehensive		3	1.57	.852	.725

Table 1 shows mean score of the participants, standard deviation and variance. Statement one to fifteen it reads the mean score going above 1.50 which is evident that hypothesis are valuable and standard deviation and variance also prove that the teachers want to use multimedia in the class as they perceive that this is an effective tool to be used.

**Table 2** shows results about the perceptions of the male students towards Multimedia use.

S/No	Items	No of participants	Range	Mean	Std. Deviation	Variance
1	I am aware of using multimedia	30	3	1.63	.928	.861
2	Multimedia is a source of inspiration to me		3	1.60	.814	.662
3	I learn and improve myself well through Multimedia		2	1.53	.776	.602
4	I enjoy my multimedia class		3	1.73	1.048	1.099
6	I feel contrasting situation in multimedia class		3	2.13	1.074	1.154
7	If teachers & students are well trained, multimedia class is effective		2	1.80	.551	.303
8	Rural students like using multimedia in class		3	2.23	1.223	1.495

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9	Multimedia presentation is easy to understand & good delivery	3	1.87	.973	.947
10	Board presentation is easy to understand	3	1.73	.785	.616
11	Multimedia facility is easily available.	3	2.37	1.299	1.689
12	Students want to multimedia to be used in class.	3	2.03	1.129	1.275
13	Students want to take regular multimedia classes	3	2.53	1.196	1.430
14	Multimedia is available in the institution	3	2.47	1.074	1.154
15	Multimedia classes are very comprehensive	3	1.90	1.062	1.128
16	Without multimedia classes are very comprehensive	2	1.73	.521	.271

Table 2 shows mean score of the participants, standard deviation and variance. Statement one to fifteen it reads the mean score going above 1.70 which is also evident that hypothesis are valuable and standard deviation and variance also prove that the female students want their teachers to use multimedia in the class as they perceive that this is an effective tool to learn English language.

**Table 3** shows results about the perceptions of the female students towards Multimedia use.

S/No	Items	No of Participants	Range	Mean	Std. Deviation	Variance
1	I am aware of using multimedia	30	3	1.70	.915	.838
2	Multimedia is a source of inspiration to me		3	1.77	.858	.737
3	I learn and improve myself well through Multimedia		3	1.77	.817	.668
4	I enjoy my multimedia class		2	1.67	.606	.368
6	I feel contrasting situation in multimedia class		3	2.70	1.022	1.045
7	If teachers & students are well trained, multimedia class is effective		2	1.77	.568	.323
8	Rural students like using multimedia in class		3	2.07	1.202	1.444
9	Multimedia presentation is easy to understand & good delivery		2	1.60	.724	.524
10	Board presentation is easy to understand		3	1.77	.774	.599
11	Multimedia facility is easily available.		3	2.03	1.273	1.620
12	Students want to multimedia to be used in class.		3	2.10	1.242	1.541
13	Students want to take regular multimedia classes		3	2.80	.925	.855
14	Multimedia is available in the institution		3	2.10	1.062	1.128
15	Multimedia classes are very comprehensive		11	2.27	2.116	4.478
16	Without multimedia classes are very comprehensive		2	1.67	.606	.368

Table 3 shows mean score of the participants, standard deviation and variance. Statement one to fifteen it reads the mean score going above 1.70 which is evident that hypothesis are valuable and standard deviation and variance also prove that the male students want to their teachers to use multimedia in the class as they perceive that this is an effective tool to learn English language.

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## V. Discussion

First the current study explored the perceptions of the teachers and the students about using multimedia in class for learning English in Pakistan. Different aspects of this facet are: when the teachers and the students were explained about effectiveness of multimedia. It was found that its utility welcoming to the students and the teachers alike but the unfortunate situation was that there were number of institutions where availability of technology was nothing to next. If in the institutions where it was found, the teachers were not well trained. Main point was that there was competition trends prevailed in educational institutions due to which teachers try to revise and recapitulate their course work as much as possible. This hectic practice and work load is considered great hurdle in the use of multimedia technology for teaching and learning purposes. But present world is progressing day in and day out and stereotype kind of teaching is becoming unpopular in urban areas at a rapid pace and in rural areas at slow pace. Now, multimedia technology featuring audio, video and other animations make students able to have more access to information. This technology offers a real sense of reality and inspires the students in study and their involvement in class activities.

Second concerning activities or processes included in syllabi, the teachers acknowledged that it can be performed before students which can cause better understanding of the idea or concept performed before them in an actual way. As instructors can make develop lectures interesting and attractive by the use of colors, designs and other artistic techniques, so it will enhance students' interest and concentration.

Third, during interviews the teachers and the students explained that the use of multimedia is very economical in many respects as it saves time and increases interest of the students towards topics they are studying. They also told that display on screen and showing data through projectors keeps the students' memory green and makes monotonous topics to become plain sailing to a great extent. It is because visual interpretations regarding their lessons where creates interest for students, it also facilitates the teachers there. They are able to show their data looming large before the students' eyes and the students sitting in the last chairs are able to watch clearly without being strenuous spectators.

Describing future effects of this technology, one of the female teachers told that through the use of multimedia, the effect of other cultures can influence in both ways (positive or negative). They uncovered the fact by reciting that the examples of different cultures or different culture related scientists, researchers and scholars, other cultures can affect the reader.

On students' part, one of the students said that multimedia is attractive and interesting for them but it just offers material which is readymade. Some teachers were also of the view that students become passive learners. They just receive and listen the material and in this strategy, neither teacher nor students are active participants. Teacher becomes just a puppet between multimedia and students\*. In case, if he just downloads some material and presents that material Then there is no role of teacher. Teacher in such situation cannot play his due role.

But others also put forward contradictory opinions by saying that it is up to the teachers what strategy he applies for using multimedia. They suggested that first teachers should display lecture through multimedia and then they should make others grammatical points clear on white board to the students by using their self and creative techniques so that students should be realized that teachers have the other way round to impart and facilitating their disciples.

As it was survey study, so during collecting data and interviews, one student raised a question by asking that, if the audio and video aids are used in the class of no-native environment such as Pakistan where computer is an artificial articulator, how students can be able to articulate in the same way. It creates confusion and embarrassment in students because computer has no vocal organs. In response to this a teacher explained that in non-native environment teachers should not much rely on multimedia or computer technology, rather they should play active role where they feel that they can further display their such activities that should activate and facilitate learning process. Through constant reliance on multimedia students lose their critical thinking. When everything is explored before them then what remains to be discovered. Teacher downloads some material and provides them to study. When they see the same material, they are satisfied and do no effort.

This study found similar situation (Huang & Zou,1999) who explain that although multi-media technology has been applied in foreign language teaching for quite a long time, many problems regarding teachers still exist Teachers

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begin to rely more on multimedia. This addiction becomes harmful for them. It affects badly their inborn teaching skills and potentialities.

A study in this regards tells that first and foremost, as teachers are the key to the success of College English teaching reform undergoing in China, it will be of great significance to strengthen College English teachers' education and professional development by various means, such as increasing the number of opportunities of teachers' communication and further education (Wang & Zheng, 2005). On the other hand, in the class, many teachers become so dependent on the teaching courseware that they neglect their teacher role as an evaluator, facilitator, constructor, and consultant (Jin & Li, 2010: 65).

## **VI. Suggestions**

Multimedia is an effective add if it is used in proper way. Teacher must be skillful in using multimedia and must prepare his or her lecture on ppt, pdf or MS Word. If the teacher is necessary then teacher is the best choice but where the need arises to use multimedia, then it must be used in presence of an instructor.

1. Even, while using multimedia role of teacher must be dominant in positive way.
2. CALL, MALL and CAT kind of courses are assisting students but they are in dire need of a trained instructor. So government should take initiatives to conduct trainings for teachers officially so that might be able to make the fullest use of advance technology in the class.
3. Sole multimedia based classes are supposed in near future .Experiments and interviews show that they are less beneficial but more harmful for the students.
4. Multimedia with assistance of teacher is more useful in theoretical questions and teachers' presentation of numerical questions on board is more effective than of multimedia.

## **VII. Conclusion**

This concluded that use of computer and multimedia, no doubt is a dynamic stimuli in motivating teachers and students but "excess of everything is bad". So both traditional and modern or advanced ways of teaching should be applied. If we carry on with one and neglect other then there will be incomplete outcome. So, both of the styles should be adopted side by side in classroom in order to produce better results. If teachers are properly trained and if the educational institutions are fully equipped with advance technology to be used for improving, the students learning process can be accelerated.

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