USE OF MULTIMEDIA TECHNOLOGIES IN ENGLISH LANGUAGE LEARNING: A STUDY
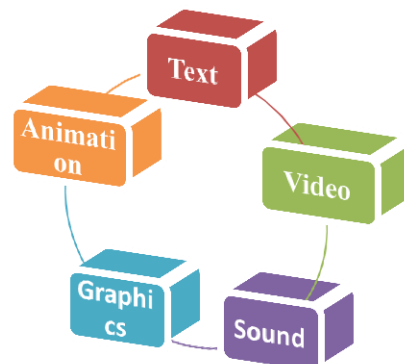
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ABSTRACT: *Use of Multimedia technologies in teaching English language is one of the best recent and technological approaches in language learning, especially to inculcate and strengthen the opportunities to achieve objectives of language pedagogy. In the present times, many academicians and professionals get to know the significance of using various technological devices in the procedure of language teaching and learning equally. The new approaches have made language learning more productive, effective, and communicative. So therefore, in the study, definitions of some important terms that related to innovation such as Multimedia, ICT are given. Further, some exploration of the possibilities to use Multimedia applications for effective learning of English is to be attempted. Moreover this study will interpret the learners' attitudes towards the use of Multimedia technologies for learning English. Finally the conclusion is drawn as per the survey results indicated.*

KEYWORDS: Multimedia Technologies, Learners' attitude, Learning English, Language Skills.

INTRODUCTION

Multimedia is the combination of different content forms. It includes a combination of text, audio, still images, animation, video, or interactivity content forms. It is usually recorded and played, displayed, or accessed by information content processing devices, such as computerized and electronic devices, but can also be part of a live performance. Multimedia devices are electronic media devices used to store and experience multimedia content. Multimedia is distinguished from mixed media in fine art; by including audio, for example, it has a broader scope. Multimedia provides a complex multi-sensory experience in exploring our world through the presentation of information through text, graphics, images, audio and video, and there is evidence to suggest that a mixture of words and pictures increases the likelihood that people can integrate a large amount of information.

A Basic elements of multimedia learning environment

Multimedia can provide a large amount of instructional information to the students for the purpose of English learning and accelerate the process of information searching. We can get some related information from the large amount of information stored on the internet.

REVIEW OF LITERATURE

All the kinds of technological tools that make us able to transmit information in a very large meaning, leveraging the learning power of human senses and transforming information into knowledge, stimulating the cognitive schemes of learners. The use of multimedia technologies in educational institutions is seen as necessary for keeping education relevant to the twenty-first century (Selwyn & Gordard, 2003). Educators have heralded the advent of multimedia technologies as a catalyst for change in traditional teaching practices; to innovate and improve on traditional practices (LeFoe, 1998; Relan & Gillani, 1997). 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 (Thamarana, 2015). Advances in information and communication technologies, particularly the Internet and interactive multimedia technologies, are creating new networking opportunities for students. Technology-mediated mentoring is one way to bring to students subject matter experts that can give advice, feedback, and guidance (Kerka, 1998). Multimedia in education has the potential to go beyond the boundaries of interaction and explorative learning. The actors in the education community could establish a ''Virtual Education Space''

Context of the Problem:

The issues of poor and ineffective learning of English language had been noticed among undergraduate students in the collages of all the three north-costal districts in Andhra Pradesh, i.e. Visakhapatnam, Vizianagaram and Srikakulam. At present, there are many Multimedia technologies such as Internet, YouTube, Instant Relay Messenger, Smart Phone, Projector, Television, E-books, Graphics, Mp3 Player, Video player and Animations. These technologies have been contributing enormous to teaching and learning of English language effectively. Especially, Multimedia technologies are great source for language activities, material in teaching and learning English language. However, many students may not have the technical skills to make full use of these technological resources. Therefore, this study investigates the learners' attitudes towards the use of Multimedia technologies for learning English.

Terminology

(a) Multimedia

Multimedia combines five basic types of media into the learning environment: text, video, sound, graphics and animation, thus providing a powerful new tool for education. Here in this study, Multimedia refers to Graphics (Digital Images), Mp3 Players (Digital Audio Players), Video players (VCD, DVD players) and Animations.

(b) Information Communication Technology

ICT covers any product that will store, retrieve, manipulate, and transmit or receive information electronically in a digital form for example, personal computers, digital television, email and robots. Importantly, it is also concerned with the way these different uses can work with each other.

(c) Attitude

It refers to affect and is an evaluative, emotional reaction (i.e., the degree of like, or dislike associated with attitudinal object.

(d) Perception

It is defined as the participants' responses to each of the questionnaire which measures the participants' general feelings towards the usefulness of the ICT and Multimedia based activities in the English classroom. Here in this study, it refers to an individual's recognitions of the events, his ways of seeing and understanding things, knowledge and information which are drawn from their personal experiences in the case of English language learners.

Aim of the Study

(a) To study learners' attitudes towards multimedia technologies as non-traditional forms of instruction.

Question of the Study

(a) What is the learners' attitude towards the use of Multimedia technologies?

Hypothesis of the Study

(a) There is no positive attitude of learners towards the use of Multimedia technologies.

Limitations of the Study

(i) The study was carried out for six weeks within the time constraints and the availability of the participants. This duration can be extended to three months in a year. This can relieve the pressure of time and the other responsibilities of the participants.

DATA-GATHERING TECHNIQUE

Common approaches to understanding perceptions include the use of questionnaires, focus groups, and interviews. While each of these approaches provides good information, questionnaires may be the best way to assess perceptions because they can be completed anonymously and administered to assess changes in individuals' experiences and thinking over time. A questionnaire is a system for collecting information to describe, compare, and explain knowledge, attitudes, perceptions, or behaviour. Some Multimedia Technologies

Attitude Questionnaires were used for this purpose. The questionnaire which is called 'Students' Attitudes towards the Use of Multimedia technologies' contains 15 items. It was distributed among 320 Undergraduate Students. Responses were on a 5- point scale, ranging from "completely agree" to "completely disagree" (1 indicated a strong agreement with the statement and 5 indicated a strong disagreement to the given statement). The questionnaire studies students' attitudes towards the use of Multimedia technologies in learning English language. The purpose of this questionnaire is to collect information about students' attitudes when learning English with the help of Multimedia technologies i.e. E-books (PDF, Epub.), Graphics (Digital Images), Mp3 Players (Digital Audio Players), Video players (VCD, DVD players) and Animations.

Students' Survey Description:
The advantage of using such questionnaires is that they are less time consuming than some other data elicitation techniques such as interviews. Thus the students' questionnaire was designed to collect the necessary information from various undergraduate students from the various degree colleges in three selected north-costal districts of Andhra Pradesh. So the first section and the second section of the students' questionnaire were particularly designed to study students' perceptions towards the use of Multimedia technologies in English language learning. There are 15 questions in the Students' Attitudes Questionnaire.

Analysis and Interpretation
For the data analysis, basic statistics were performed on the data extracted from the students' attitudes questionnaire. The extracted data were analyzed using the Statistical Package for the Social Sciences. The data collected were analyzed using a 0.05(alpha) significance level, $p \leq .05$.

Furthermore, this paper presents testing of the hypothesis as regards attitudes of EFL learners towards learning English through Multimedia technologies. The questionnaire was analyzed using Mean, Standard deviation statistical procedures in the SPSS. This database was used to sum the numeric values of the responses. In addition, this database was used to run frequencies, percentages, means, and standards of deviations. The mean score was used to judge whether the overall students' attitude towards the use of Multimedia technologies were positive or negative. The analysis of the responses provided the researcher with a general idea about the students' understanding of multimedia technologies and particularly their attitudes towards the use of multimedia technologies in learning English.

Validity and Reliability of the Questionnaire
Validity is about asking the right questions to justify what the researcher get in the end. To determine if the survey was reliable, Cronbach's alpha coefficient of internal consistency was calculated. This is a value between 0.0 and 1.0 that estimates the probability that if the same survey was given to the same students, then the results would be the same. Anything greater than 0.7 is considered acceptable consistency. The alpha value for the overall students' survey score is 0.818, so this is within the acceptable range.

Analysis of the Students' Attitudes towards the use of Multimedia Technologies:

Research Question

"What is the students' attitude towards the use of Multimedia technologies?"

Hypothesis

There is no positive attitude of students' towards the use of Multimedia technologies.

Item 1: I feel comfortable with the idea of using Multimedia as a learning tool in English.
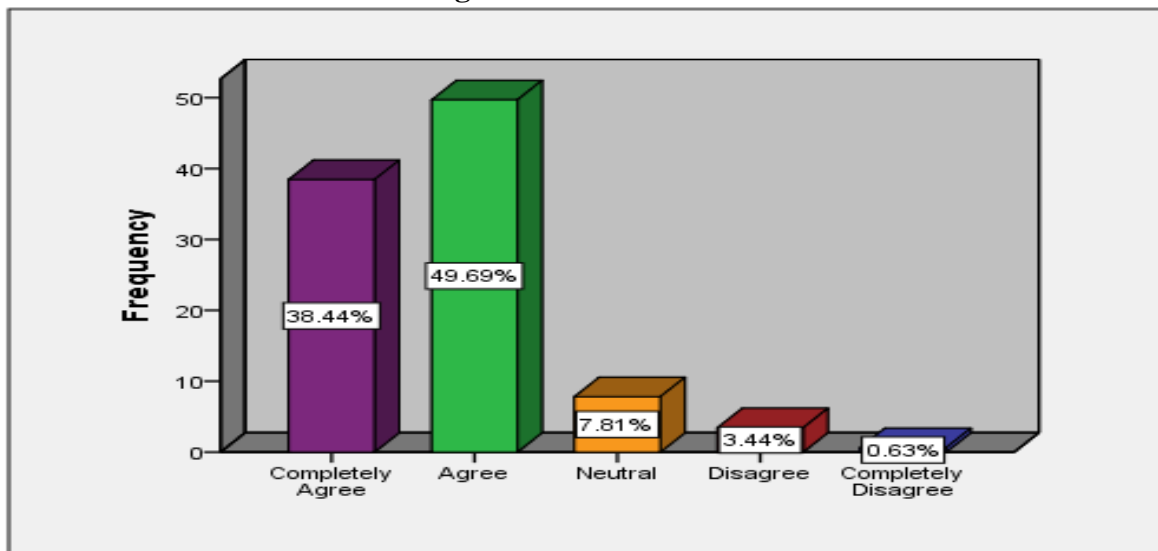Table 01
Comfortable with the idea of using Multimedia

		I feel comfortable with the idea of using Multimedia as a learning tool in English					
		Completely Agree	**Agree**	**Neutral**	**Disagree**	**Completely Disagree**	**Total**
Gender	Male	63	78	13	4	2	160
	Female	60	81	12	7	0	160
Total		**123**	**159**	**25**	**11**	**2**	**320**

Source: Questionnaire

Figure 01
Comfortable with the idea of using Multimedia

Source: Table 01

Table 01 presents responses of the students under survey about the statement that the students feels comfortable with the idea of using Multimedia as a learning tool for English. It is found that 38.44% respondents completely agreed with the statement that they feel comfortable with the idea of using Multimedia as a learning tool. It is also found that 49.69% respondents

have also shown their agreement with the statement under reference. However, 7.81% respondents have preferred to remain neutral in their opinion. Furthermore, in contradistinction, however, 3.44% respondents have indicated their disagreement with the statement that they feel comfortable with the idea of using Multimedia as a learning tool for English. It is noticeable that meagre 0.63% respondents completely disagreed with the statement.

To sum up, it is deduced that both male and female students under survey, the majority of sample respondents agree with the idea that they feel comfortable with the idea of using Multimedia as a learning tool for English.

Item 2: The use of E-books in English learning is most advantages.
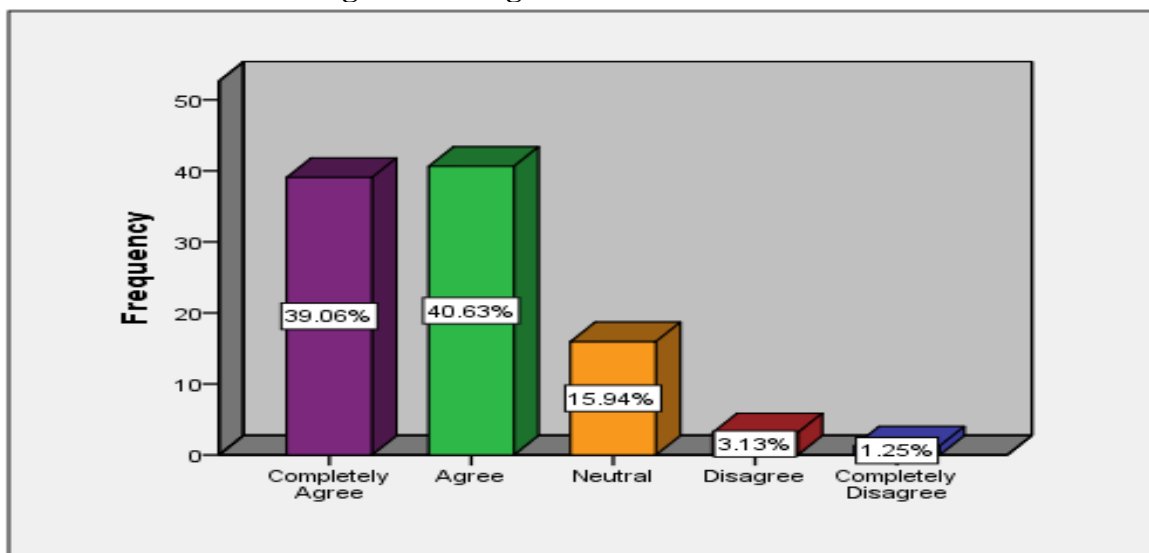
Table 02
Use of E-books in learning is advantageous

		The use of E-books in English learning is most advantages					
		Completely Agree	Agree	Neutral	Disagree	Completely Disagree	Total
Gender	Male	66	62	27	5	0	160
	Female	59	68	24	5	4	160
Total		**125**	**130**	**51**	**10**	**4**	**320**

Source: Questionnaire

Figure 02
Use of E-books in learning is advantageous

Source: Table 02

Table 02 presents responses of the students under survey about the statement that use of E-books in learning is most advantageous. It is found that 39.06% respondents completely

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agreed with the statement that the use of E-books in learning is most advantageous. It is also found that 40.63% respondents have also shown their agreement with the statement under reference. However, 15.94% respondents have preferred to remain neutral in their opinion. Furthermore, in contradistinction, however, 3.13% respondents have indicated their disagreement with the statement that the use of E-books in learning is most advantageous. It is noticeable that meagre 1.25% respondents completely disagreed with the statement.

To sum up, it is deduced that both male and female students under survey, the majority of sample respondents agree with the idea that the use of E-books in learning is most advantageous.

Item 3: The idea of using Mp3 Players in learning makes me confident.
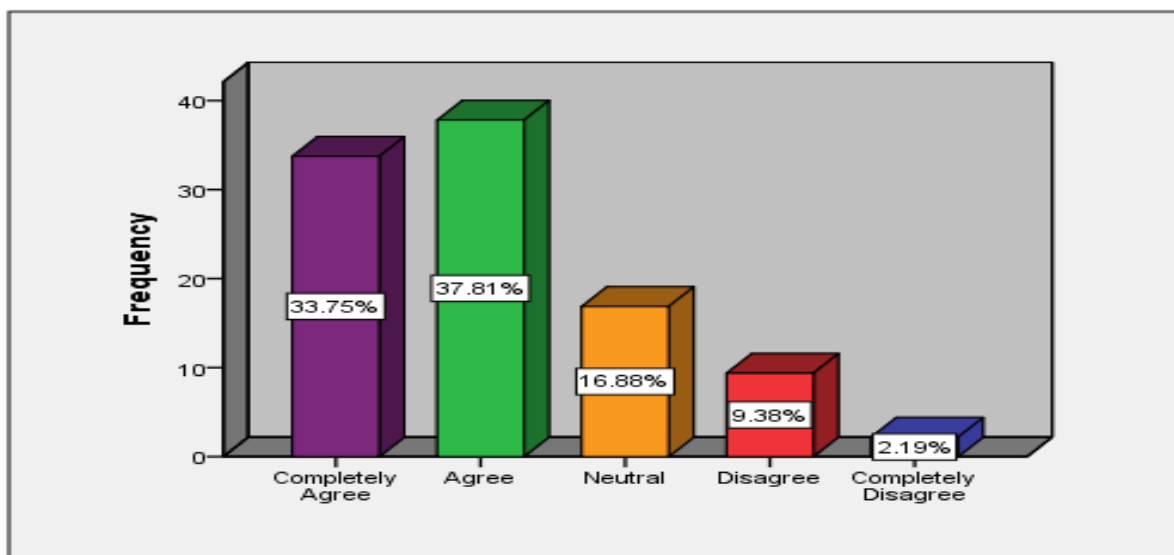
Table 03
Use of Mp3 Players in learning

		The idea of using Mp3 Players in learning makes me confident					
		Completely Agree	**Agree**	**Neutral**	**Disagree**	**Completely Disagree**	**Total**
Gender	Male	55	56	25	21	3	160
	Female	53	65	29	9	4	160
Total		**108**	**121**	**54**	**30**	**7**	**320**

Source: Questionnaire

Figure 03
Use of Mp3 Players in learning

Source: Table 03

Table 03 presents responses of the students under survey about the statement that the idea of using Mp3 Players in learning makes students confident. It is found that 33.75% respondents completely agreed with the statement that the idea of using Mp3 Players in learning makes students confident. It is also found that 37.81% respondents have also shown their agreement with the statement under reference. However, 16.88% respondents have preferred to remain neutral in their opinion. Furthermore, in contradistinction, however, 9.38% respondents have indicated their disagreement with the statement that the idea of using Mp3 Players in learning makes them confident. It is noticeable that 2.19% respondents completely disagreed with the statement.

To sum up, it is deduced that both male and female students under survey, the majority of sample respondents agree with the idea that the idea of using Mp3 Players in learning makes students confident.

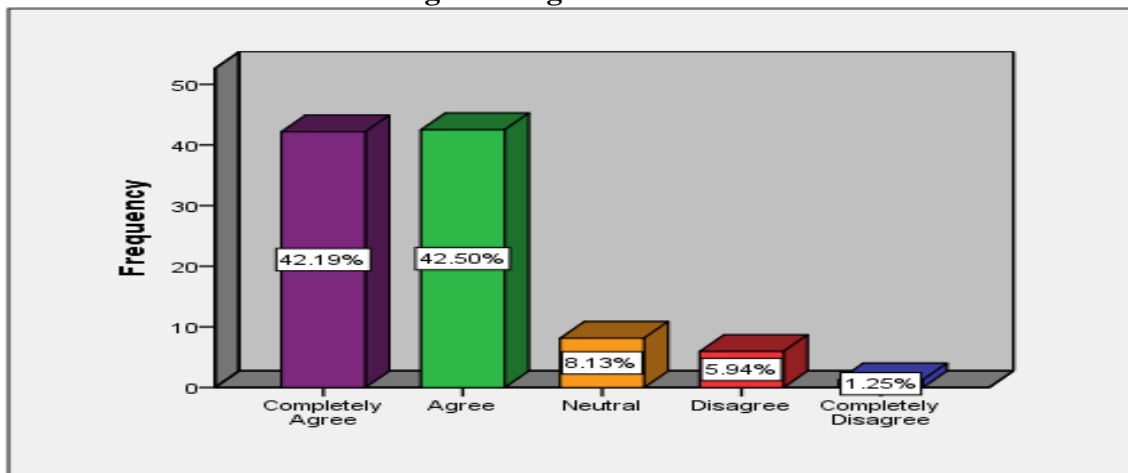**Item 4:** The use of Animations as learning tool in English excites me.

Table 04
Use of Animations as an exciting learning tool

		The use of Animations as learning tool in English excites me					
		Completely Agree	Agree	Neutral	Disagree	Completely Disagree	Total
Gender	Male	70	68	11	9	2	160
	Female	65	68	15	10	2	160
Total		**135**	**136**	**26**	**19**	**4**	**320**

Source: Questionnaire

Figure 04
Use of Animations as an exciting learning tool

Source: Table 04

Table 04 presents responses of the students under survey about the statement that the use of the Animations as instructional or learning tool excites them. It is found that 42.19% respondents completely agreed with the statement that the use of Animations as instructional or learning tool excites them. It is also found that 42.50% respondents have also shown their agreement with the statement under reference. However, 8.13% respondents have preferred to remain neutral in their opinion. Furthermore, in contradistinction, however, 5.94% respondents have indicated their disagreement with the statement that the use of Animations as instructional or learning tool excites them. It is noticeable that meagre 1.25% respondents completely disagreed with the statement.

To sum up, it is deduced that both male and female students under survey, the majority of sample respondents agree with the idea that the use of Animations as instructional or learning tool excites the students.

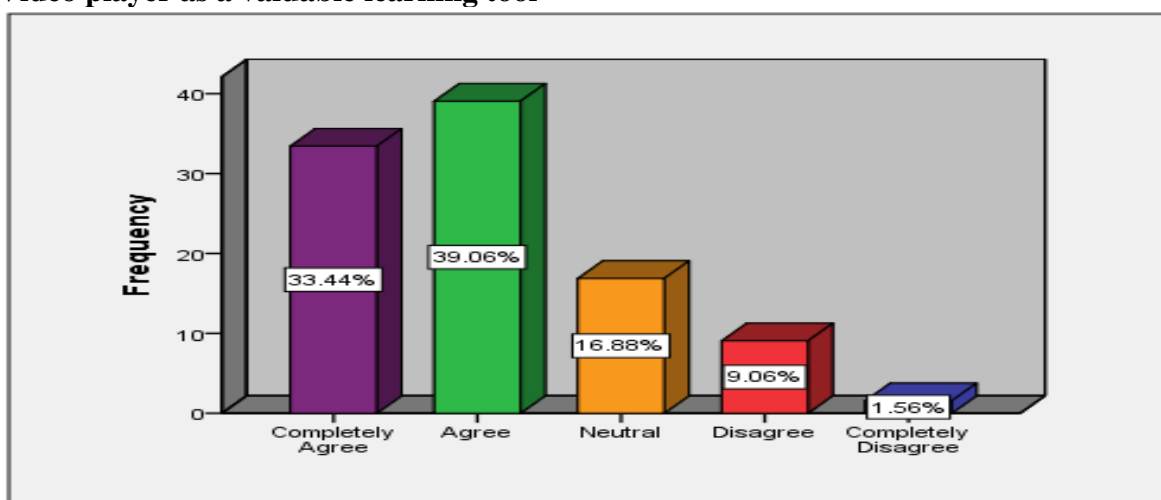**Item 5:** The Video Player is a valuable learning tool for students.

Table 05
Video player as a valuable learning tool

		The Video Player is a valuable learning tool for students					
		Completely Agree	Agree	Neutral	Disagree	Completely Disagree	Total
Gender	Male	60	58	25	14	3	160
	Female	47	67	29	15	2	160
Total		**107**	**125**	**54**	**29**	**5**	**320**

Source: Questionnaire

Figure 05
Video player as a valuable learning tool

Source: Table 05

Table 05 presents responses of the students under survey about the statement that the Video Player is a valuable instructional tool for English. It is found that 33.44% respondents completely agreed with the statement that the Video Player is a valuable instructional tool for English. It is also found that 39.06% respondents have also shown their agreement with the statement under reference. However, 16.88% respondents have preferred to remain neutral in their opinion. Furthermore, in contradistinction, however, 9.06% respondents have indicated their disagreement with the statement that the Video Player is a valuable instructional tool for English. It is noticeable that 1.56% respondents completely disagreed with the statement.

To sum up, it is deduced that both male and female students under survey, the majority of sample respondents agree with the idea that the Video Player is a valuable instructional tool for English.

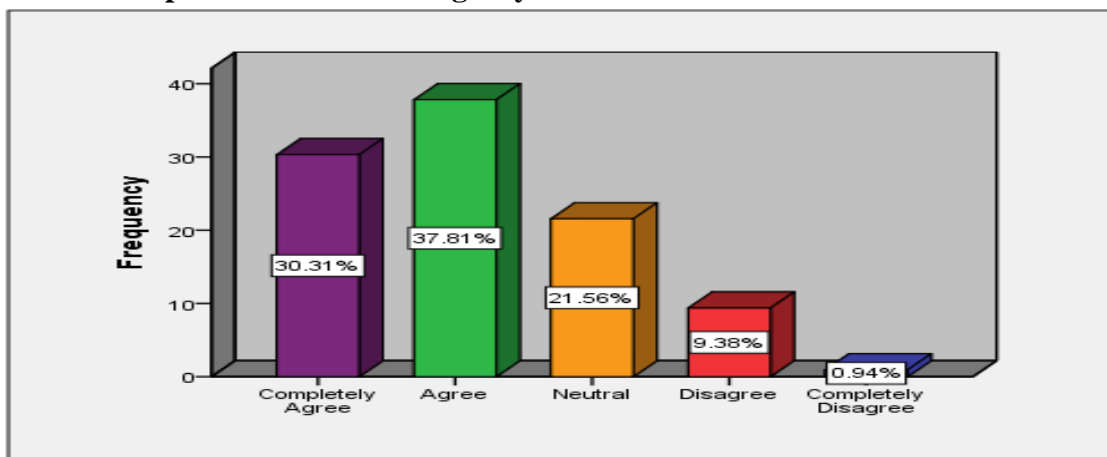**Item 6:** The use of Multimedia will change the way I learn.

Table 06
Multimedia provides new learning ways

		The use of Multimedia will change the way I learn					
		Completely Agree	**Agree**	**Neutral**	**Disagree**	**Completely Disagree**	**Total**
Gender	Male	48	69	30	13	0	160
	Female	49	52	39	17	3	160
Total		**97**	**121**	**69**	**30**	**3**	**320**

Source: Questionnaire

Figure 06
Multimedia provides new learning ways

Source: Table 06

Table 06 presents responses of the students under survey about the statement that the Multimedia will change the way the students learn. It is found that 30.31% respondents completely agreed with the statement that the Multimedia will change the way the students learn. It is also found that 37.81% respondents have also shown their agreement with the statement under reference. However, 21.56% respondents have preferred to remain neutral in their opinion. Furthermore, in contradistinction, however, 9.38% respondents have indicated their disagreement with the statement that the Multimedia will change the way the students learn. It is noticeable that meagre 0.94% respondents completely disagreed with the statement.

To sum up, it is deduced that both male and female students under survey, the majority of sample respondents agree with the idea that the Multimedia will change the way the students learn.

Item 7: The learning with the use of Graphics is more useful than traditional way of learning.
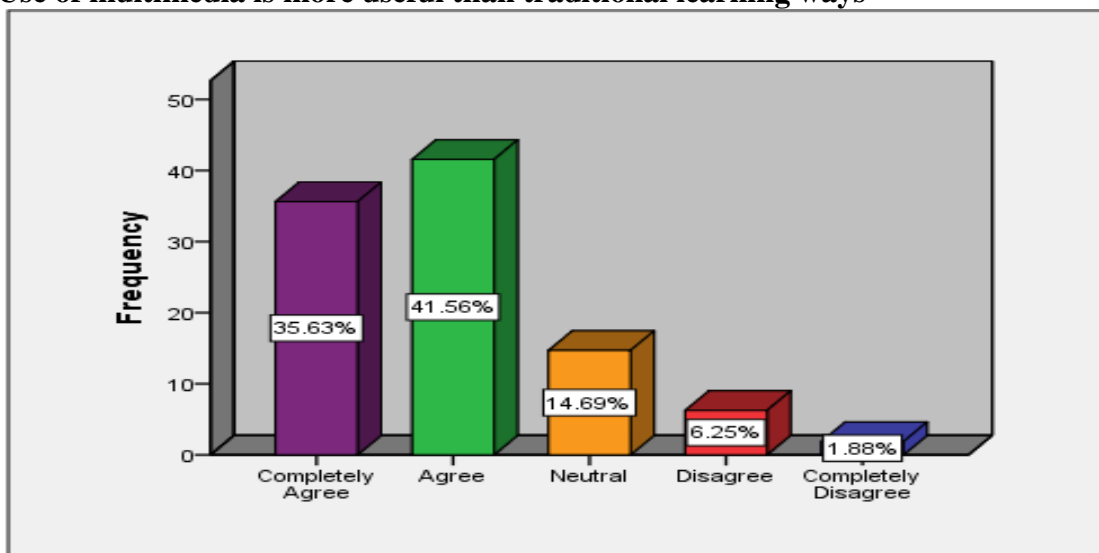Table 07
Use of multimedia is more useful than traditional learning ways

		The learning with the use of Graphics is more useful than traditional way of learning					
		Completely Agree	Agree	Neutral	Disagree	Completely Disagree	Total
Gender	Male	54	63	29	12	2	160
	Female	60	70	18	8	4	160
Total		**114**	**133**	**47**	**20**	**6**	**320**

Source: Questionnaire
Figure 07
Use of multimedia is more useful than traditional learning ways

Source: Table 07

Table 07 presents responses of the students under survey about the statement that the learning with the use of Graphics is more useful than traditional ways of learning. It is found that 35.63% respondents completely agreed with the statement that the learning with the use of Graphics is more useful than traditional ways of learning. It is also found that 42.56% respondents have also shown their agreement with the statement under reference. However, 14.69% respondents have preferred to remain neutral in their opinion. Furthermore, in contradistinction, however, 6.25% respondents have indicated their disagreement with the statement that the learning with the use of Graphics is more useful than traditional ways of learning. It is noticeable that meagre 1.88% respondents completely disagreed with the statement.

To sum up, it is deduced that both male and female students under survey, the majority of sample respondents agree with the idea that the learning with the use of Graphics is more useful than traditional ways of learning.

Item 8: The use of Multimedia helps me understand concepts in more effective ways.
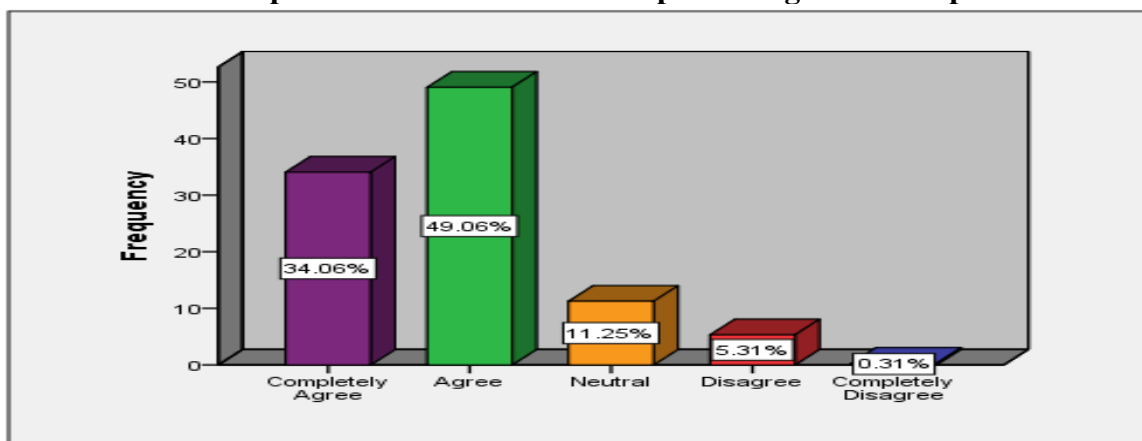
Table 08
Multimedia helps teachers in presenting concepts effectively

		The use of Multimedia helps me understand concepts in more effective ways					
		Completely Agree	Agree	Neutral	Disagree	Completely Disagree	Total
Gender	Male	67	74	14	5	0	160
	Female	42	83	22	12	1	160
Total		**109**	**157**	**36**	**17**	**1**	**320**

Source: Questionnaire

Figure 08
Multimedia   helps   teachers   in   presenting   concepts   effectively

Source: Table 08

Table 08 presents responses of the students under survey about the statement that the use of Multimedia helps teachers in presenting concepts in a more effective manner. It is found that 34.06% respondents completely agreed with the statement that the use of Multimedia helps teachers in presenting concepts in a more effective manner. It is also found that 49.06% respondents have also shown their agreement with the statement under reference. However, 11.25% respondents have preferred to remain neutral in their opinion. Furthermore, in contradistinction, however, 5.31% respondents have indicated their disagreement with the statement that the use of Multimedia helps teachers in presenting concepts in a more effective manner. It is noticeable that meagre 0.31% respondents completely disagreed with the statement.

To sum up, it is deduced that both male and female students under survey, the majority of sample respondents agree with the idea that the use of Multimedia helps teachers in presenting concepts in a more effective manner.

Item 9: The Multimedia helps students learn because it allows us to express our thinking in better and different ways.
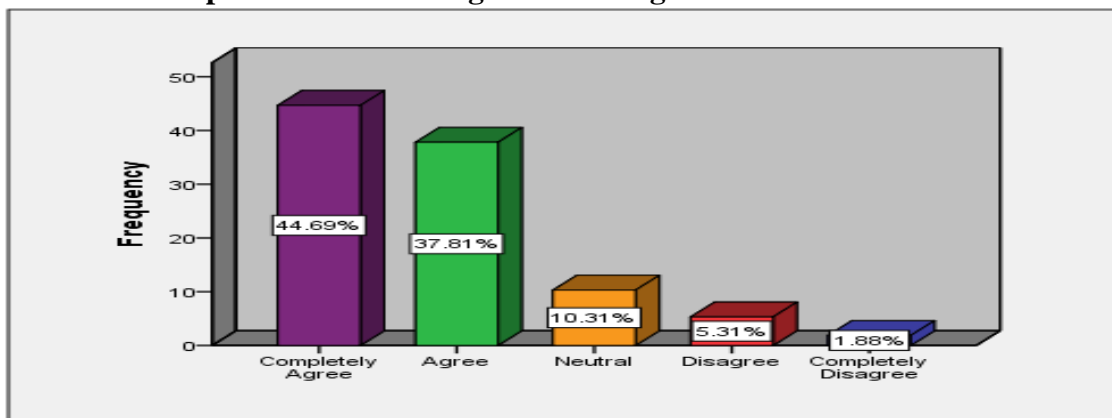Table 09
Multimedia helps in better thinking and learning

		The Multimedia helps students learn because it allows us to express our thinking in better and different ways					
		Completely Agree	Agree	Neutral	Disagree	Completely Disagree	Total
Gender	Male	78	60	14	6	2	160
	Female	65	61	19	11	4	160
Total		**143**	**121**	**33**	**17**	**6**	**320**

Source: Questionnaire

Figure 09
Multimedia helps in better thinking and learning

Source: Table 09

Table 09 presents responses of the students under survey about the statement that the Multimedia helps students learn because it allows us to express our thinking in better and different ways. It is found that 44.69% respondents completely agreed with the statement that the Multimedia helps students learn because it allows us to express our thinking in better and different ways. It is also found that 37.81% respondents have also shown their agreement with the statement under reference. However, 10.31% respondents have preferred to remain neutral in their opinion. Furthermore, in contradistinction, however, 5.31% respondents have indicated their disagreement with the statement that the Multimedia helps students learn because it allows us to express our thinking in better and different ways. It is noticeable that meagre 1.88% respondents completely disagreed with the statement.

To sum up, it is deduced that both male and female students under survey, the majority of sample respondents agree with the idea that the Multimedia helps students learn because it allows us to express our thinking in better and different ways.

Item 10: The Multimedia helps learners to learn the language skills in more effective ways.
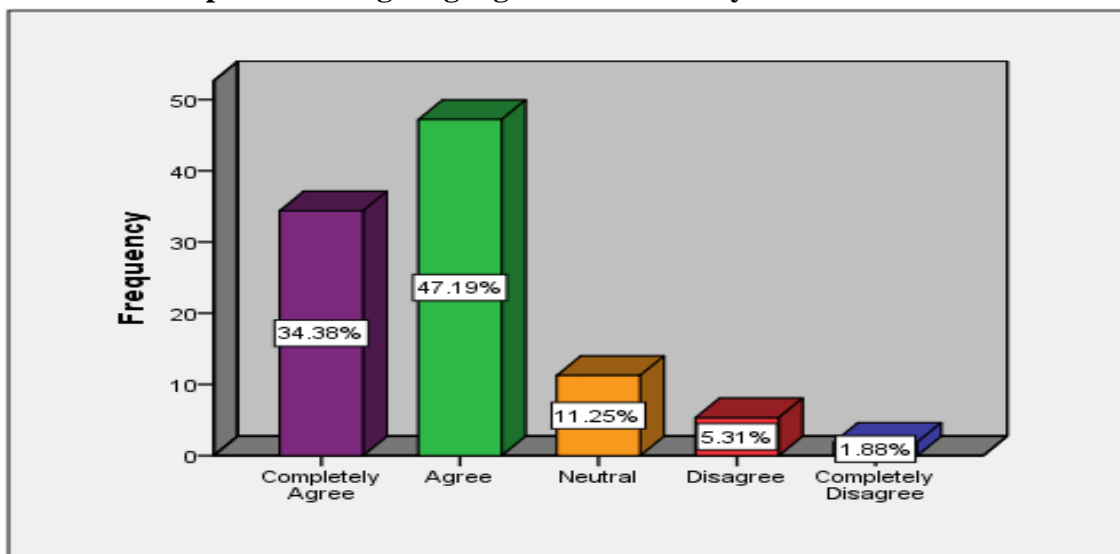Table 10
Multimedia helps in learning language skills effectively

	The Multimedia helps learners to learn the language skills in more effective ways					
	Completely Agree	**Agree**	**Neutral**	**Disagree**	**Completely Disagree**	**Total**
Gender Male	55	74	19	9	3	160
Female	55	77	17	8	3	160
Total	**110**	**151**	**36**	**17**	**6**	**320**

Source: Questionnaire

Figure 10
Multimedia helps in learning language skills effectively

Source: Table 10

Table 10 presents responses of the students under survey about the statement that the Multimedia helps learners to learn the language skills in more effective ways. It is found that 34.38% respondents completely agreed with the statement that the Multimedia helps learners to learn the language skills in more effective ways. It is also found that 47.19% respondents have also shown their agreement with the statement under reference. However, 11.25% respondents have preferred to remain neutral in their opinion. Furthermore, in contradistinction, however, 5.31% respondents have indicated their disagreement with the statement that the Multimedia helps learners to learn the language skills in more effective ways. It is noticeable that meagre 1.88% respondents completely disagreed with the statement.

To sum up, it is deduced that both male and female students under survey, the majority of sample respondents agree with the idea that the Multimedia helps learners to learn the language skills in more effective ways.

RESULTS

Table 11
Mean and Standard Deviation values of each statement in the questionnaire about *Students' Attitudes* **towards the use of Multimedia**

No.	Statement	Mean	Std. Deviation
1	I feel comfortable with the idea of using Multimedia as a learning tool in English	1.78	.781
2	The use of E-books in English learning is most advantages	1.87	.879
4	The idea of using Mp3 Players in learning makes me confident	2.08	1.037
5	The use of Animations as learning tool in English excites me	1.82	.906
7	The Video Player is a valuable learning tool for students	2.06	1.003
8	The use of Multimedia will change the way I learn	2.13	.982
10	The learning with the use of Graphics is more useful than traditional way of learning	1.97	.961
12	The use of Multimedia helps me understand concepts in more effective ways	1.89	.827
13	The Multimedia helps students learn because it allows us to express our thinking in better and different ways	1.82	.949
14	The Multimedia helps learners to learn the language skills in more effective ways	1.93	.914
	Total of Means and Standard Deviations of all statements	**2.12**	**0.984**

In the above **Table 11**, it is clear that the students, regardless of their gender, had positive attitudes towards the use of Multimedia in English learning with an overall mean of 2.12 and standard deviation of 0.982. The statement that got the highest mean 2.13 and Standard Deviation 0.982 is "The use of Multimedia will change the way I learn". Moreover, the

statement which got the lowest mean 1.78 with Standard Deviation of 0.781 is "I feel comfortable with the idea of using Multimedia as a learning tool in English". The low mean of this attitude is a further confirmation of these positive results.

CONCLUDING REMARKS

The students' survey results suggested that the majority of the students seemed to have positive attitudes towards the use of Multimedia Technologies in English language education. They agreed that multimedia technologies play a great role in language learning according to their own pace, helps in self-understanding and it does not hinder interaction with the instructor. The findings also suggest that multimedia technologies supported language learning help in individual motivation for the students and understanding of concepts are also easy.

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