Multimedia Enhanced Language Teaching (MELT) in Different Universities, Colleges and Schools of Kuwait

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Abstract

The twenty-first century is the age of globalization and information technology as Harry Samuels argues, "Much more recent developments in social media and information technology are taking foreign-language education in new directions" (P. 17). As the popularity of English is expanding day by day and worldwide, the teachers of English feel the need of change in their language teaching methods. There are teachers who use the "leading edge of technological and scientific development" (Young and Bush 2)

This research is based on the classroom setup in general and English classroom setup during pandemic. During the physical classroom, teachers though have taken help from different multimedia tools during the English language classroom in the past but from last two years physical classroom is fully converted into online or virtual classroom by using different platform like Zoom or Google meet etc.

This research paper will deal with virtual classroom in general and English classroom in particular. A thorough survey will be conducted to show the students' response regarding different platforms used by the universities, colleges, and schools of Kuwait. Different softwares are used in the different institutes like Moodle, Portal, Zoom, Google Meet for the different classrooms and Destination Success (DS), Cambridge University Press Workbook and Wordsworth for the English classroom. This research paper deals with the Multimedia Enhanced Language Teaching (MELT) in Language Laboratory. This research plan will deal with Technology Assisted Language Learning (TALL), i.e., Computer Assisted Language Learning (CALL), Mobile Assisted Language Learning (MALL) and Web Enhanced Language Learning (WELL) etc. in a Language Laboratory and classroom. Multimedia is the use of several different media to convey information such as text, audio, graphics, animation, video, and interactivity. Multimedia gives grading and sequences of attitudes, abilities, and skills for the

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students. This research would deal with the analysis of students' attitudes, abilities, and skills in a multimedia classroom. Many multimedia programs and gadgets like Mp3 & video pod casts, English audio e-books for reading, printable worksheet e-books for educators, PowerPoint presentations, self-grading grammar & vocabulary quizzes are used in Multimedia Enhanced Language Teaching in classroom.

This paper will try to throw some light on 1. Which multimedia devices, software and programs should be used in a multimedia language lab? 2. What are the similarities and differences of language teaching and learning between a traditional classroom and a multimedia language lab? 3. Are there any changes in the roles of teachers and students when they are in a different teaching environment from traditional classroom? 4. What are the implications of the Communicative Language Teaching (CLT) Approach in a multimedia computer language lab in teaching?

Introduction
This research is conducted on various schools, colleges and universities of Kuwait. Sample is collected from the engineering students of Kuwait College of Science and Technology KCST, IELTS students of Apachia Institute and Britain International Academy and CBSE and IGCSE senior secondary students of Salmiya Indian Model School (SIMS) and Indian Learners' Own Academy (ILOA).

Review of Literature
There are different scholars and experts who always give emphasis on active learning and learning based on multimedia. Development of technology brings benefits not only for the economy, business, and international relations but also for education. Ruschoff and Ritter (2001) stated "traditional skills of information gathering and storing as well as the mere learning of facts will no longer be sufficient in order to live, learn, and work…." (p. 221) in the society of 2012.

Research shows that such development has benefits for language learning that is changing towards technology-enhanced environments (Grenfell, Kelly, & Jones, 2003; Meskill, Anthony, Hilliker-VanStrander, Tseng, & Yu, 2006; Parsad & Jones, 2005).

Harper, Squires, and Mcdougall (1996) stated that learning should be viewed as an active and dynamic process and knowledge should be viewed as something that students can construct but not something that can be passively received. Meanwhile, teachers often focus on teaching static knowledge where students are required to consume "packed in boxes" pieces of information rather than produce and create knowledge themselves (Sawyer, 2006).

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Second Language Acquisition research perceives students as active learners; capable of creating their own ideas that they can later use to make sense of their own learning (Ruschoff & Ritter, 2001).

Liu, Moore, Graham, and Lee (2003) emphasized that there is a big interest in technology use in language pedagogy and therefore, it is important to look at how it has been used in different language classrooms.

Research has shown that using technology-enhanced multimedia instruction in the classroom helps to tailor instruction to students with different abilities (Wu & Zhang, 2010) and facilitates quick sharing and building of knowledge within the participatory environment (Asselin & Moayeri, 2011). Research also shows that technology-enhanced multimedia instruction increases student motivation (Boehm, 2009; Torff & Tirotta, 2010), develops curiosity and makes learning experiences memorable (Allen, 2003). It is, as well, "influential in developing creativity amongst learners" (Dale, 3 2008, p. 3) because it diminishes the need for memorization by replacing "how" by "why" in the classrooms, and by allowing students to become active producers of knowledge (Oklahoma Education Association, 2011).

Second Language Acquisition research shows that technology-enhanced multimedia instruction offers opportunities for input and output, interactions, task-based and content-rich learning activities, access to native speakers and cultural knowledge (Ruschoff & Ritter, 2001). SLA research shows the benefits of technology-enhanced multimedia instruction on foreign language student vocabulary acquisition (Baltova, 1999), grammar instruction (Nutta, 1998), cultural knowledge and writing performance (Arslan & Sahin-Kizil, 2010). It allows for immediate feedback, increases learner autonomy and offers real-life communicative situations. SLA research indicates that technology itself is not either effective or ineffective in the classroom.

The above cited researchers gave focus in multimedia enhanced language teaching and today it becomes the necessity of all the colleges, universities and schools across the whole world due to the pandemic and lockdown imposed from the last 2 years approx. Before only some of the tools were using in the smart classrooms but now even the whole classroom setup is converted into virtual or online through Zoom and Google Meet. Therefore, there is an urgent requirement to analyze the current classroom setting to record the change and monitor it from traditional to virtual classroom set up.

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A Questionnaire and recorded interview from different teachers and students of different colleges, universities and schools of Kuwait is prepared to receive and analyze the quantitative and qualitative data in the form of tables and charts.

Virtual School in Kuwait - A Review

In the lockdown and pandemic situation, everything in the country was totally shutdown whether it is different offices, markets, malls, theatres, restaurants, and public places etc. Schools, colleges, and universities were also affected which led their closure. Ministry of Education and Ministry of Health were in common dilemma when the cases of covid 19 getting higher. After a confusion of almost 3 or 4 months, both the ministries decided for starting online or virtual schooling. By the June 2020, all the schools, colleges and universities started their virtual teaching through zoom and google meet platforms. Different WhatsApp groups were used to form different classes and sections and complete detail were provide through these groups like zoom links, timetables, oral and written exam details. Rest of the work like assignments, homework, and lecture videos were uploaded through different school portals and moodle.

Written exams were conducted through Google form in the form of MCQs and then it changed into proper writing exam through zoom platform. More oral exams and assignments were given for students' assessment. There are around 150 different British, American, Indian, Bilingual and other nationalities schools and many American, Australian and Kuwait universities and different institutes and coaching classes which turned into virtual schooling platform.

Aims and Scope of Study

The study's findings fill a gap in the literature through the report of how technology-enhanced multimedia instruction was successfully implemented in a classroom in general and language classroom in particular. Mixed methods study was used to produce well-substantiated conclusions about the topic. Quantitative and qualitative data were collected concurrently but separately and were equally weighted. Different teachers are identified, and data is collected from them as well who are the part of virtual classroom and who extensively used technology enhanced multimedia instruction participated in the study. Participation in the study involved completion of an online survey and a qualitative interview. Both the survey and the interview protocol were piloted to assure accurate results and conclusions. One-on-one audio taped interviews included many direct questions from both students and teachers. Data is collected to explore teacher beliefs and practices with technology in the classroom. Statistical analysis in the form of tables and charts was performed to answer the quantitative research questions. Descriptive statistics were calculated to describe trends in the data as well regarding students' and teachers' response towards online or virtual classroom in general and English virtual class in particular.

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Goals and Objectives of the Study

Researcher conducted the field survey in the form of Questionnaire and interview in order to find out the actual position of the different virtual classes and students' and teachers' response during virtual classroom and the difficulties which they faced during the whole session.

To focus on these issues the following objectives were formulated -
1. To find out the use and effective technology during the online class.
2. To investigate the preferences of teachers and students in different classrooms of different subjects.
3. To find out the attitudes of students towards the technology.
4. To find out the drawbacks of online classes and trying to give some suggestions at the end of the research.

This research would try to give answer to following questions:

1. Which multimedia devices, software and programs should be used in a multimedia language lab?
2. What are the similarities and differences of language teaching and learning between a traditional classroom and a multimedia language lab?
3. Are there any changes in the roles of teachers and students when they are in a different teaching environment from traditional classroom?
4. What are the implications of the Communicative Language Teaching (CLT) Approach in a multimedia computer language lab in teaching?

Hypotheses

The foremost important step in conducting a research work is to establish hypotheses that form the key points to be either proved or disproved. So, the present study is based on a few prepositions which are as follows:

As Godwin (2015) states, capability in a full range of digital literacy is a key for this process and vital today in education, personal life, and work environments. Most importantly since the medium language is English, to take full advantage of the new possibilities and opportunities that information technology offers, English language learners have to adapt the latest literacy to their education (in-class learning) and personal life (out-of-class learning). Godwin (2015) advocates the point stating that teachers help students become lifelong learners and integrating language learning into everyday online practices is essential. The major role of teachers in this regard is to encourage learners to acquire skills of choosing and processing the

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knowledge. Therefore, digital technology not only offers "more options for teachers and learners, but it directly affect the roles of both teachers and learners" (Stockwell, 2015, p. 362).

The important step is the readiness of individuals to use technology, communication networks, and information efficiently, effectively, and productively (Lemke, 2003). Douglas Rushkoff (1999) states in his book "Playing the Future".

Tools of Data Collection

In order to test these hypotheses, researcher prepared a questionnaire for collection of data that consisted of two sections (appendix 1). Section 1 of the questionnaire is concerned with the background information of respondents as well as about the traditional, smart or virtual classroom. It also deals with zoom and google meet features and learners' attitudes and preferences about online classes. It contains 12 questions.

Section- 1:

Which classroom do you prefer? Traditional Classroom [ ]   Smart Classroom [ ]   Virtual Classroom [ ]

1. Are students comfortable in virtual classroom through zoom platform?
2. Do you think it's the future mode of teaching?
3. Do you believe students can receive active learning though virtual classroom via zoom?
4. Do you like the different features of zoom application?
5. Does Multimedia and technology motivate students to learn English?
6. Does Multimedia help to widen knowledge about the culture of English?
7. Does Multimedia create a communication gap between the teacher and students in English Class?
8. Does Multimedia lack the real time teaching English?
9. Do PPT slides, YouTube videos, audios and internet make the English class interesting?
10. Role of teacher is very important in virtual or smart classroom?
11. Do you believe speaking; listening, reading and writing can be learned through English software?
12. Do you enjoy online quizzes and exams conducted for testing English skills?

Section 2 is about online material, multimedia and different language software used in the English language classroom in different universities, colleges, and schools of Kuwait. It contains 16 questions. They are as follows:

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Questions related to Software for example- Portal, Moodle, Cambridge University Press Workbook, Destination Success and Wordsworth.
1. Do you watch the lecture videos of different teachers daily after the class?
2. Do you access to Portal or Moodle every day?
3. Do you enjoy watching lecture videos of your teachers?
4. Do you prefer Moodle when you have doubt in a subject?
5. Do your doubts get clear after watching lecture videos on Moodle?
6. Do you like online quizzes conducted through Moodle?
7. Do you use the Cambridge University Press Workbook to answer additional exercises during your free time?
8. Do the topics within the books intrigue you?
9. Are the accents easy for you to understand?
10. Do more relatable videos keep you more interested?
11. Do you like the videos, quizzes and audios played in Destination Success?
12. Does your teacher play English videos on Destination Success?
13. Do you like the presentation of colorful charts and pictures in Destination Success?
14. Does Wordsworth software is effective in learning English skills?
15. Do you like Grammar quizzes given in Wordsworth?
16. Does your English Pronunciation improved after practicing in Wordsworth?

Sample Design

The data is collected from the different students of State of Kuwait in general and Kuwait City in particular, and the variables are taken into consideration are Sex (male and female). 50 students are selected from the Kuwait College of Science and Technology in which 25 are male students and 25 are female students, 60 students are selected from Salmiya Indian Model School and Indians Learners' Own Academy in which 30 are boys and 30 are girl students. 40 IELTS students are selected from Apachia Institute and Britain International Academy in which 20 are girls and 20 are boys.

Collection of Data

All the two sections of the questionnaire are prepared in English. Students have filled up the questionnaire themselves in the presence of the researcher. The total of 150 questionnaires is distributed in which 143 samples are selected for analysis. The distribution is made almost equal keeping in view the comparative analysis between different students of different universities, colleges and schools of Kuwait.

Analysis of Data

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The data is analyzed by obtaining simple frequency percentage for each all 12 questions of Section 1 and 16 questions on Section 2. On the basis of the frequency percentage, we have studied the following:

1. Preferences and attitudes of different students of Engineering, IELTS students and CBSE and IGCSE for online classes with respect to one variable: sex.
2. Presentation of findings
 Different tables and graphs have been made according to the findings and result.
3. The twelve different questions related to Zoom and Google Meet platform of online classes have been analyzed are as follows:

3.1 Male students regarding online classes through Zoom and Google Meet (Section- 1):

S. No.	Questions	Strongly agree	agree	Strongly disagree	disagree
1	Are students comfortable in virtual classroom through zoom platform?	30%	35%	17%	18%
2	Do you think it's the future mode of teaching?	90%	5%	-	5%
3	Do you believe students can receive active learning though virtual classroom via zoom?	30%	25%	20%	25%
4	Do you like the different features of zoom application?	65%	15%	5%	15%
5	Does Multimedia and technology motivate students to learn English?	40%	32%	10%	18%
6	Does Multimedia help to widen knowledge about the culture of English?	45%	15%	21%	19%
7	Does Multimedia create a communication gap between the teacher and students in English Class?	42%	21%	12%	25%
8	Does Multimedia lack the real time teaching English?	15%	17%	28%	40%
9	Do PPT slides, YouTube videos, audios and internet make the English class interesting?	35%	36%	12%	17%

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10	Role of teacher is very important in virtual or smart classroom?	25%	28%	20%	27%
11	Do you believe speaking; listening, reading and writing can be learned through English software?	43%	22%	15%	20%
12	Do you enjoy online quizzes and exams conducted for testing English skills?	40%	30%	10%	20%

3.2 Female students regarding online classes through Zoom and Google Meet (Section 1):

S. No.	Questions	Strongly agree	agree	Strongly disagree	disagree
1	Are students comfortable in virtual classroom through zoom platform?	33%	32%	17%	18%
2	Do you think it's the future mode of teaching?	85%	5%	5%	5%
3	Do you believe students can receive active learning though virtual classroom via zoom?	32%	23%	20%	25%
4	Do you like the different features of zoom application?	55%	25%	5%	15%
5	Does Multimedia and technology motivate students to learn English?	41%	31%	12%	16%
6	Does Multimedia help to widen knowledge about the culture of English?	45%	15%	20%	20%
7	Does Multimedia create a communication gap between the teacher and students in English Class?	40%	20%	13%	27%
8	Does Multimedia lack the real time teaching English?	15%	17%	28%	40%
9	Do PPT slides, YouTube videos, audios and internet make the English class interesting?	35%	36%	10%	19%
10	Role of teacher is very important in virtual or smart classroom?	30%	28%	15%	27%

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11	Do you believe speaking; listening, reading and writing can be learned through English software?	40%	25%	15%	20%
12	Do you enjoy online quizzes and exams conducted for testing English skills?	35%	35%	10%	20%

Findings

Both male and female students are highly comfortable with virtual classroom and they both strongly believe that it will be future mode of teaching. Both the students are happy for the different inbuilt features and emoticons of zoom. Students believe that PPT slides, YouTube videos, audios and internet make the English class interesting and more productive. They believe that use of multimedia helps to motivate the learners towards English and Multimedia helps to widen knowledge about the culture of English. More than 55% of the students believe that the role of an English teacher is very important in virtual classroom.

4. The sixteen different questions related to language software like Wordsworth, Destination Success and Cambridge University Press Workbook and others have been analyzed are as follows:

4.1 Male students regarding sixteen different questions related to language software and others:

S. No.	Software (Moodle, Destination Success and Wordsworth)	Always	Sometimes	Often	Rarely
1	Do you watch the lecture videos of different teachers daily after the class?	17%	22%	50%	11%
2	Do you access to Portal or Moodle every day?	25%	28%	20%	27%
3	Do you enjoy watching lecture videos of your teachers?	80%	5%	5%	10%
4	Do you prefer Moodle when you have doubt in a subject?	63%	20%	10%	7%
5	Do your doubts get clear after watching lecture videos on Moodle?	90%	5%	5%	-
6	Do you like online quizzes conducted through Moodle?	59%	20%	10%	11%
7	Do you use the Cambridge University Press Workbook to answer additional exercises during your free time?	53%	20%	20%	7%

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8	Do the topics within the books intrigue you?	40%	20%	20%	20%
9	Are the accents easy for you to understand?	72%	10%	10%	8%
10	Do more relatable videos keep you more interested?	67%	8%	14%	11%
11	Do you like the videos, quizzes and audios played in Destination Success?	58%	15%	15%	12%
12	Does your teacher play English videos on Destination Success?	49%	25%	13%	13%
13	Do you like the presentation of colorful charts and pictures in Destination Success?	25%	25%	25%	25%
14	Does Wordsworth software is effective in learning English skills?	50%	20%	15%	15%
15	Do you like Grammar quizzes given in Wordsworth?	40%	20%	20%	20%
16	Does your English Pronunciation improved after practicing in Wordsworth?	45%	25%	5%	25%

4.2 Female students regarding sixteen different questions related to language software and others:

S. No.	Software (Moodle, Destination Success and Wordsworth)	Always	Sometimes	Often	Rarely
1	Do you watch the lecture videos of different teachers daily after the class?	11%	22%	50%	17%
2	Do you access to Portal or Moodle every day?	25%	28%	20%	27%
3	Do you enjoy watching lecture videos of your teachers?	70%	15%	5%	10%
4	Do you prefer Moodle when you have doubt in a subject?	60%	20%	10%	10%
5	Do your doubts get clear after watching lecture videos on Moodle?	85%	5%	5%	5%
6	Do you like online quizzes conducted through Moodle?	60%	19%	10%	11%
7	Do you use the Cambridge University	60%	20%	20%	-

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	Press Workbook to answer additional exercises during your free time?				
8	Do the topics within the books intrigue you?	40%	20%	20%	20%
9	Are the accents easy for you to understand?	80%	10%	10%	-
10	Do more relatable videos keep you more interested?	70%	8%	14%	18%
11	Do you like the videos, quizzes and audios played in Destination Success?	62%	15%	15%	8%
12	Does your teacher play English videos on Destination Success?	55%	25%	13%	7%
13	Do you like the presentation of colorful charts and pictures in Destination Success?	25%	25%	25%	25%
14	Does Wordsworth software is effective in learning English skills?	50%	20%	15%	15%
15	Do you like Grammar quizzes given in Wordsworth?	40%	25%	20%	15%
16	Does your English Pronunciation improved after practicing in Wordsworth?	55%	25%	5%	15%

Findings

In Section 1, students do believe in the multimedia use in English classroom but in Section 2 they differ with their opinion when it comes for practice. They lack when they have to put their own effort for a virtual classroom. Only few boy and girl students watch the uploaded lecture video which is uploaded through their teacher or professor. More than 50% of students do not access to portal or moodle. They access to lecture videos only before the exam or when they have doubt. They are happy with the online teaching platform and conducting online exam. But they procrastinate their assignments and take home quizzes. They believe that Cambridge University Press Workbook and different English language software like Wordsworth or other subject software like Destination Success is very effective and helpful to learn English language or other subjects.

Conclusion

In conclusion, multimedia technology used in the classroom fully improves the students' thinking and practical language skills. It will ensure an effective result of English language

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teaching. Though it has some disadvantages like extra exposure of screen time for the primary and secondary students, where pediatrician always recommend minimizing the screen time. Online classes may create a sense of isolation; it requires good time management which is hard for primary and secondary students. They need proper parents' guidance and interference. Despite these disadvantages of virtual classroom, 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.

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