

## **Usage of Multimedia Technologies in English Language Learning: A Corelative Study**

**K. Velmurugan**

**Ph.D. Scholar, Department of English, NIT Puducherry, Karaikal**

[ommvel23@gmail.com](mailto:ommvel23@gmail.com)

=====

### **Abstract**

Usage of Multimedia technologies in English language teaching and learning is one of the best recent and technological approaches in language teaching and learning, especially to inculcate the learning objectives within the learners and strengthen the opportunities to achieve language pedagogy. Presently, many academicians, researchers and professionals get to know the value and significant usage among various technological devices in the procedure of teaching and learning a foreign language. The novel approaches have created language learning more fertile, effective, and communicative. These technological resources are in their instruction level though many teachers may not have the technical skills to make full use of it. Consequently, here the paper investigates the teachers' attitudes towards the use of information communication technologies for teaching English. Therefore, the definitions of some important terms that coincide to innovative tools such as Multimedia, ICT are specified. Additionally, some observation of the feasibilities to utilise Multimedia applications for effective learning of English is to be ventured. In addition, this paper will explicate the learners' attitudes towards the use of Multimedia technologies for learning English.

**Keywords:** Language Skills, Learners' attitude, Learning English, Multimedia technologies.

### **Introduction**

Multimedia is the combination of different context and also content forms. It fetches a combination of text, still images, audio, animation, video, or interactivity content forms. Usually, it is recorded and played, displayed, or accessed by information content communicating devices, such as digitalized and electronic devices, but can be part of a live performance. Electronic media devices are used to store and experience multimedia context and content through the proper devices. Multimedia is enhanced in such a manner from mixed media; by collaborating with audio, for example, it has a broader scope. It provides a complex multi-sensory experience in enhancing our world through the presentation of information and communicated through text, graphics, images, audio-visual, and there is proof behind this to suggest that a mixture of words and pictures increases the plausibility that people can integrate bounteous information.

### **Basic elements of multimedia learning environment**

Multimedia learning environment provides a bounteous of instructional information. The purpose of English learning through text, video, sound, graphics and animation is to accelerate the process of information searching for the students. We can surf through the internet that is stored from the large amount of information.

## Review of Literature

All kinds of technological devices that creates ability to transmit information in a enormous meaning, leveling the learning power of human senses and changing information into knowledge, provoking the cognitive ideas 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). The ultimate goal of multimedia language teaching is to promote students' learning interest and motivate in a practical way to get them participated in the language learning. Information and communication technologies in advance level, specifically the Internet and interactive multimedia technologies, are constructing new networking opportunities for students and teachers in learning. Medium of technology mentors in one way to bring to students' subject matter experts that can create motivation, advice, feedback, and guidance (Kerka, 1998). Multimedia in education has the prospective ideas to move beyond the boundaries of interaction and learning. The actors in the education community could establish spacious educations that are computerized.

## Problem focused

The issues of poor and ineffective learning of English language had been noticed among undergraduate students in the Engineering colleges. Multimedia technologies have multiple variety of such as Internet, YouTube, Instant Relay Messenger, Smart Phone, Projector, Television, E-books, Graphics, Mp3 Player, Video player, Animations, and Share chat. These technologies have been providing enormous to teaching and learning of English language effectively. Specifically, Multimedia technologies are important source for language activities, material in teaching and learning the language English. However, many students may not have the technical skills to make use of the recent technological resources. Therefore, this paper investigates the learners' attitudes towards the use of Multimedia technologies for learning English.

## Language parlance

### (a) Multimedia

Multimedia coordinates the basic types of media into the learning environment: text, video, sound, graphics, animations and by providing a valuable new tool for education. Here, Multimedia refers to Graphics (Digital Images), Mp3 Players (Digital Audio Players), Video players (VCD, DVD players) and Animations.

### (b) Information Communication Technology

ICT includes any product to store, retrieve, manipulate, and transmit or receive information electronically in a digital manner for example, personal computers, television, email and robots. Specifically, it also concerns with the way the different usages can work out with each other.

### (c) Students' Attitude

It refers to the students affect and an evaluative, emotional reaction to the degree of like or dislike associated with attitudinal performance.

#### **(d) Apprehension**

It is clearly stated that the responses of the participants to each of the questionnaire which measures the participants' general feelings towards the usages of the ICT and Multimedia based activities in the English classroom. Here, it is referred to an individual's recognitions and acceptance of the events, his view point and understanding things, knowledge and information which are observed from their personal experiences in the English language learners' case.

#### **Aim**

- i) To study learners' attitude towards multimedia technologies as non-traditional forms of instruction in the classroom environment.

#### **Question**

- i) What type of attitude does the learners' exhibit towards the usage of Multimedia technologies?

#### **Hypothesis**

- i) There is lack of positive attitude by the learners towards the usage of Multimedia technologies.

#### **Limitations**

The analysis process was taken out for three weeks and the availability of the participants with the time constraints. This period shall be stretched to three months in a year. The pressure of time and the other tasks of the participants can be assuaged.

#### **Data-Collection Technique**

Questionnaires of attitude were utilised for the data collection. The questionnaire on Students attitudes towards the use of Multimedia technologies contains 10 items. It was distributed among 320 Undergraduate Students. The responses were on from 5- point scale, ranging from "strongly agree" to "strongly disagree" (1 indicates a strong agreement with the statement and 5 indicates a strong disagreement to the given statement). The main objective of the questionnaire is to collect information about students' attitudes through Multimedia technologies i.e. E-books (PDF, Epub.), Graphics (Digital Images), Mp3 Players (Digital Audio Players), Video players (VCD, DVD players) and Animations at the time of learning English.

#### **Study Description**

The usage of questionnaires makes us advantage in such a manner that they are consuming less time than other data elicitation techniques. Hence the students' questionnaire was constructed to gather the prerequisite information from various undergraduate students from the various engineering colleges. So the first section and the second section of the students' questionnaire were particularly formulated to analyse students' apprehensions towards the usage of Multimedia technologies in English language learning.

#### **Analysis and Interpretation**

The students' attitudes questionnaire extracts the details for data analysis, basic statistics that to be performed. The data extraction and analyzes were performed by using the Statistical Package for the Social Sciences (SPSS) The data collected were analyzed using a 0.05(alpha) significance level,  $p \leq .05$ .

In addition to this, testing of the hypothesis likely regards attitudes of second language (L2) learners towards learning English through Multimedia technologies. Mean, Standard deviation statistical procedures of Questionnaire were assessed by using SPSS.

### Analysis of the Students' Attitudes towards the usage of Multimedia Technologies:

#### Research Question

What type of attitude does the learners' exhibit towards the usage of Multimedia technologies?

#### Hypothesis

There is lack of positive attitude by the learners towards the usage of Multimedia technologies.

**Item 1:** I feel using Multimedia as a comfortable tool in learning English.

Table 01

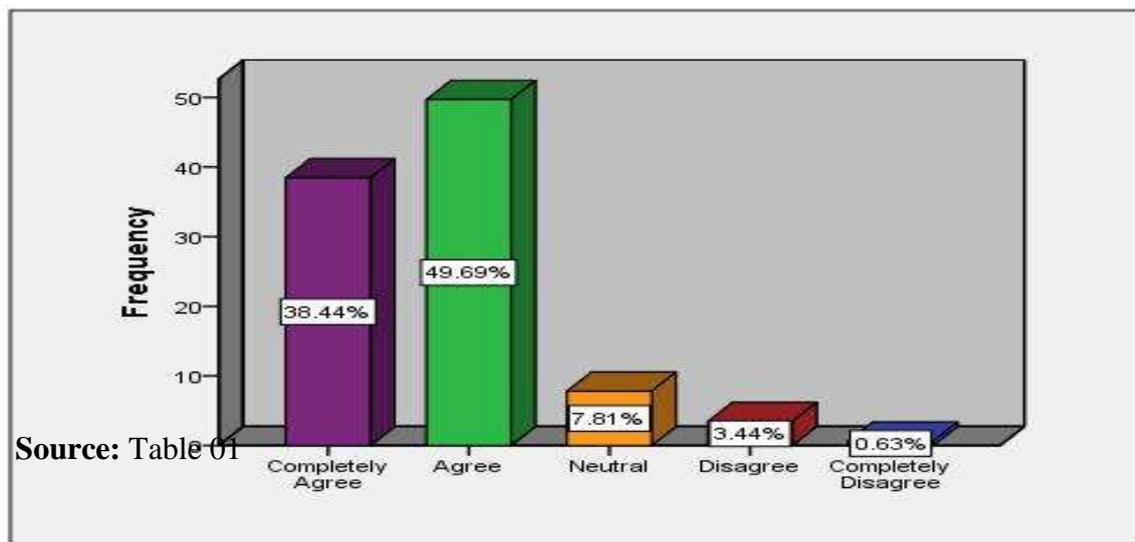
#### Using Multimedia as a comfortable tool

No.1 I feel using Multimedia as a comfortable tool in learning English						
Gender	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
Male	63	78	13	4	2	160
Female	60	81	12	7	0	160
<b>Total</b>	<b>123</b>	<b>159</b>	<b>25</b>	<b>11</b>	<b>2</b>	<b>320</b>

Source: Questionnaire

Figure 01

#### Using Multimedia as a comfortable tool



Source: Table 01

Table 01 enlists the responses of the students under survey about the statement that the students' feels using Multimedia as a comfortable tool in learning English. It states that 38.44% respondents strongly agreed with the statement that they feel using Multimedia as a comfortable tool in learning English. It is also found that 49.69% respondents have also shown their agreement with the statement under reference. Though, 7.81% respondents have preferred to remain neutral in their opinion. Further, in contradistinction, however, 3.44% respondents have indicated their disagreement with the statement that they feel using Multimedia as a comfortable tool in learning English. It is noticeable that meagre 0.63% respondents strongly disagreed with the statement. To sum up, it is inferred that both male and female students under the study, the majority of sample respondents agree with the idea that they feel using Multimedia as a comfortable tool in learning English.

**Item 2:** The most advantages are usage of E-books in learning English.

Table 02

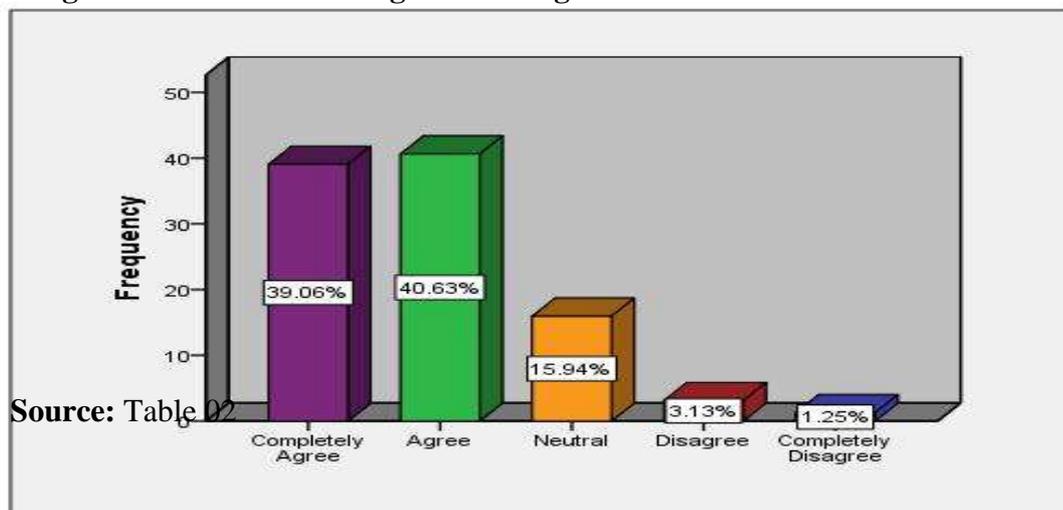
**Usage of E-books in learning is advantageous**

No.2 The most advantages are usage of E-books in learning English.						
Gender	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
Male	66	62	27	5	0	160
Female	59	68	24	5	4	160
<b>Total</b>	<b>125</b>	<b>130</b>	<b>51</b>	<b>10</b>	<b>4</b>	<b>320</b>

Source: Questionnaire

Figure 02

**Usage of E-books in learning is advantageous**



Source: Table 02

Table 02 shows the students' responses under survey about the statement that usage of E-books in learning is advantageous. It is found that 39.06% respondents strongly agreed with the statement that the usage of E-books in learning is advantageous. It is also represent that 40.63%

respondents have expressed their agreement with the statement under reference. However, 15.94% respondents opined preferring neutral. Further, in contradistinction, 3.13% respondents indicate their disagreement with the statement that the usage of E-books in learning is advantageous. It is meagre 1.25% respondents strongly disagreed with the statement. In summary, it is inferred that both male and female students under case study, the majority of sample respondents agree with the idea that the usage of E-books in learning is advantageous.

**Item 3:** The usage of Graphics is more helpful than traditional way of learning.

Table 03

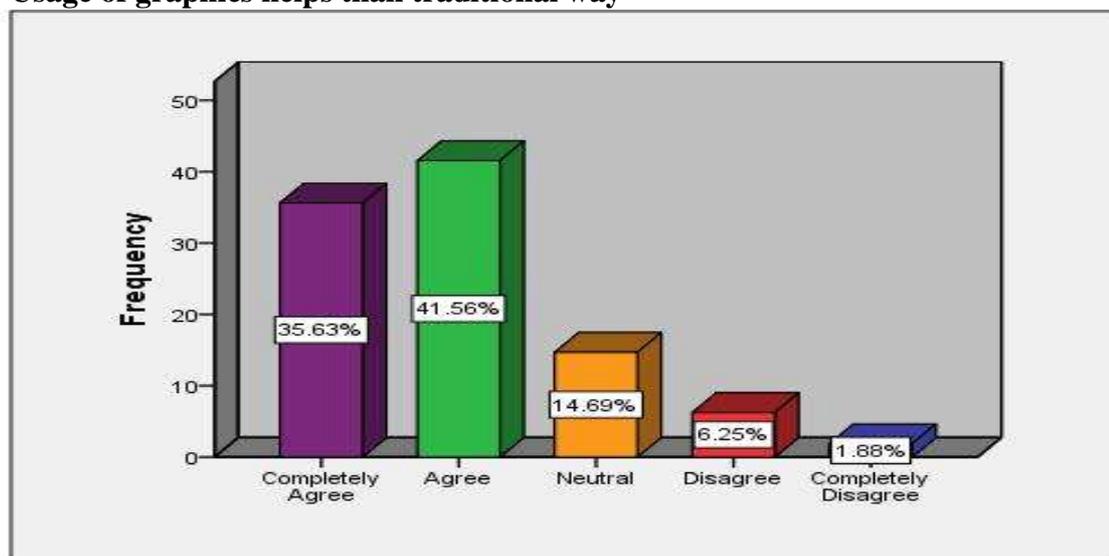
**Usage of graphics helps than traditional way**

<b>No.3 The usage of Graphics is more helpful than traditional way of learning.</b>						
<b>Gender</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>Total</b>
<b>Male</b>	<b>54</b>	<b>63</b>	<b>29</b>	<b>12</b>	<b>2</b>	<b>160</b>
<b>Female</b>	<b>60</b>	<b>70</b>	<b>18</b>	<b>8</b>	<b>4</b>	<b>160</b>
<b>Total</b>	<b>114</b>	<b>133</b>	<b>47</b>	<b>20</b>	<b>6</b>	<b>320</b>

Source: Questionnaire

Figure 03

**Usage of graphics helps than traditional way**



Source: Table 03

Table 03 shows the students' responses about the statement that the usage of Graphics is more helpful than traditional way of learning. It clearly states that 35.63% respondents strongly agreed with the statement that the usage of Graphics is more helpful than traditional way of learning. It also states that 42.56% respondents have shown their agreement with the statement under reference. But even 14.69% respondents have opined to remain neutral. Further, in contradistinction, 6.25% respondents have stated their disagreement with the statement that the usage of Graphics is more helpful than traditional way of learning. The noticeable meagre 1.88% respondents strongly disagreed with the statement.

In summing up, it is inferred that both male and female students under the case study, the majority of sample respondents agree with the idea that the usage of Graphics is more helpful than traditional way of learning.

**Item 04:** The learners feel effective in using multimedia to learn the language skills.

Table 04

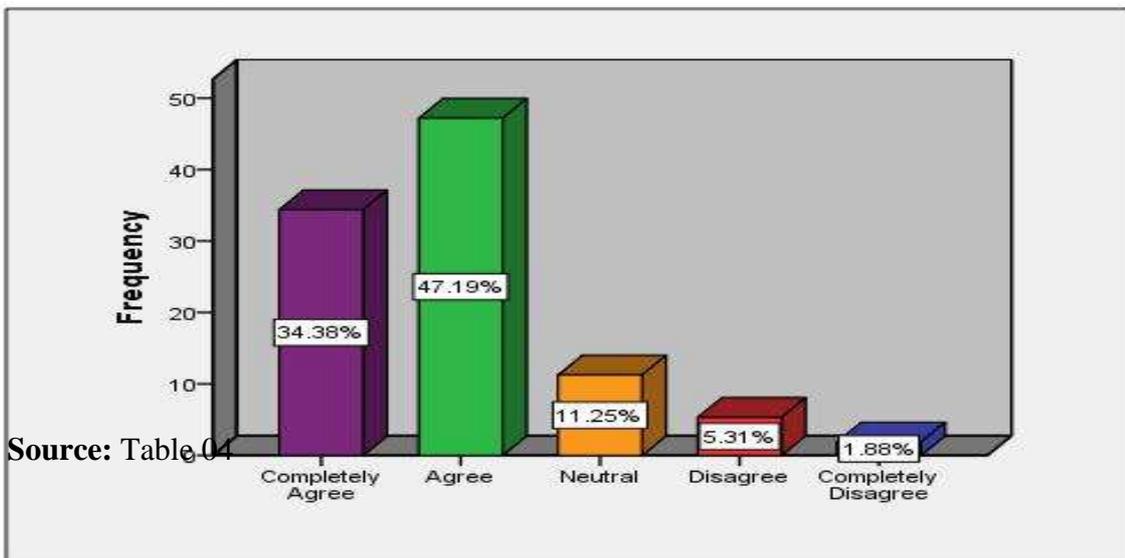
**Multimedia helps effectively in learning language skills**

No.4 The learners feel effective in using multimedia to learn the language skills.						
Gender	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
Male	55	74	19	9	3	160
Female	55	77	17	8	3	160
<b>Total</b>	<b>110</b>	<b>151</b>	<b>36</b>	<b>17</b>	<b>6</b>	<b>320</b>

Source: Questionnaire

Figure 04

**Multimedia helps effectively in learning language skills**



Source: Table 04

Table 04 shows the students’ responses under the case study about the statement that learners feel effective in using multimedia to learn the language skills. It clearly states that 34.38% respondents completely agreed with the statement that the learners feel effective in using multimedia to learn the language skills.

It is also found that 47.19% respondents have expressed their agreement with the statement under reference. But even, 11.25% respondents opined by preferring to remain neutral. Further, in contradistinction, 5.31% respondents have stated their disagreement with the learners feel effective in using multimedia to learn the language skills. It is noticeable that meagre 1.88% respondents strongly disagreed with the statement.

In summing up, it is deduced that both male and female students under the case study, the majority of sample respondents agree with the idea that the learners feel effective in using multimedia to learn the language skills.

## Results

**Table 5**

**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 using Multimedia as a comfortable tool in learning English.	1.78	.781
2	The most advantages are usage of E-books in learning English.	1.87	.879
3	The use of Mp3 players in learning makes me confident.	2.08	1.037
4	The use of Animations as learning tool in English excites me.	1.82	.906
5	The Audio Video is a valuable learning tool for students.	2.06	1.003
6	The use of Multimedia will change the way I learn.	2.13	.982
7	The usage of Graphics is more helpful than traditional way of learning.	1.97	.961
8	The use of Multimedia helps me understand concepts in more.	1.89	.827
9	The Multimedia helps students learn because it allows us to express our thinking in better and different ways.	1.82	.949
10	The learners feel effective in using multimedia to learn the language skills.	1.93	.914
	<b>Total of Means and Standard Deviations of all statements</b>	<b>2.12</b>	<b>0.984</b>

In the above **Table 5**, it is clear that the students, regardless of their gender, had positive attitudes on 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 using Multimedia as a comfortable tool in learning English.” The attitude that represent low mean is further confirmation of these positive results.

## Concluding Remarks

The students' survey results suggested that the predominance of the students seemed to have affirmative attitudes towards the usage of Multimedia Technologies in English language education. They accorded that multimedia technologies play a vital role in language learning corresponding to their own pace, supports in self-understanding and it does not create a problem in interaction with the instructor. The suggestion of the findings explores that multimedia technologies enhances the language learning help in individual motivation for the students and understanding of concepts are also easy.

## References

- Furht, Borko, ed. *Encyclopaedia of multimedia*. Springer Science & Business Media, 2008.
  - Selwyn, N., & Gorard, S. (2003). *British Journal of Educational Technology*, 34(2), 169-181.
  - Jonassen, D. H., Peck, K. L., and Wilson, B. G. (1999). "Learning with Technology-A Constructivist Perspective". Upper Saddle River. New Jersey. Prentice Hall, Inc.
  - Kerka, S. (1998). *New perspectives on mentoring* (Rep. No. EDO-CE-98-194). Columbus, OH: ERIC Clearinghouse on Adult, Career, and Vocational Education (ERIC Document Reproduction Service No. ED418249).
  - Lefoe, G. (1998). *Creating constructivist learning environments on the Web: The challenge of higher education*.
  - Relan, A., & Gillani, B. (1997). Web-based instruction and the traditional classroom: Similarities and differences.
  - R. J. Blake. (2013). "Brave New Digital Classroom," Second Edition. Georgetown University Press. Available at <http://books.google.com/>
  - Salkind, Neil J., ed. (2008). *Encyclopedia of educational psychology*. Vol. 1. Sage Publications.
  - Singh, Yogesh Kumar. *Fundamental of research methodology and statistics*. New Age International, 2006.
  - Simhachalam, Thamarana. (2015). "Role of Multimedia Resources in Teaching and Learning of English Language." *Teaching English Language and Literature: Challenges and Solutions* by ELTAI, Tirupati Chapter. 187-192. Print.
  - T. Heift. (2012). "Intelligent Computer-Assisted Language Learning". *The Encyclopedia of Applied Linguistics*. November 2012.
- =====