Sudan University of Science and Technology

College of Graduate Studies

College of Education

Impact of Multimedia Technologies on EFL Students' Motivation

(A Case Study of some Tertiary Level Students – Ahfad University for Women)

أثر تكنولوجيا الوسائط المتعددة في تحفيزطلاب اللغة الإنجليزية لغة أجنبية (دراسة حالة بعض طلاب مرحلة – جامعة الاحفاد للبنات)

A thesis Submitted in Fulfillment of the Requirements for Ph.D Degree in Education (ELT)

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August, 2022

Dedication

This effort is dedicated to

The martyrs of the glorious December revolution,

and to my father soul may Allah bless them.

Acknowledgements

First and foremost, Thanks are indeed due to Allah Almighty; worthy of all praise, without whose help any of this study would have been successfully completed. I am profoundly grateful to my supervisor, Dr. Mohammed Bakri , for his support , advice, and for and constructive feedback he has provided. I also would like to thank Dr. Abbas Hussein for his continuous support through this dissertation. I also thankful Dr, Alsadiq Alnadeef for his support and effort which have been a great help. I also thankful to the staff of Sudan University of Science and Technology.

Finally, special thanks are conveyed to my family members and my friends for supporting me all the way long.

Abstract

This study aimed at investigating the impact of EFL multimedia technology on tertiary level students' motivation. The study focused on tertiary level students and EFL university teachers. The researcher has adopted the descriptive analytical method. It also used a questionnaire. The sample of the study composed of (50) teachers who teach at different Sudanese universities in Khartoum state and (50) students who were study at Ahfad university for Women. The data were subjected to statistical analysis using the (SPSS) program. The data was presented in percentage form. Also the results of Chi-square were included. The study concluded that tertiary level teachers assured that multimedia facilitate EFL teaching and learning processes. Multimedia technologies assist EFL Sudanese teachers to plan, prepare and implement educational activities efficiently. English foreign language classes with multimedia boost students' collaboration. The researcher recommended that teachers should be more cooperative and supportive when using multimedia in EFL classes to smooth the process and give students chance to be active and interactive. Multimedia should be included in English language curriculum, creating a lively classroom atmosphere and facilitating teaching and learning processes. The study recommended that teachers should use multimedia technology as a tool of learning to make students more creative, autonomous and collaborative than in classroom where technology is not accessible to student.

مستخلص الدراسة

Arabic Abstract

هدفت هذه الدراسة إلى التعرف على اثر استخدام تكنولوجيا الوسائط المتعددة في تحفيز طالبات المرحلة الجامعية على تعلم اللغة الانجليزية كلغة اجنبية. اعتمد الباحث المنهج الوصفي والتحليلي. كما استخدم الاستبيان لجمع البيانات. تكونت عينة الدراسة من (50) معلماً يدرسون في جامعات سودانية مختلفة بولاية الخرطوم و (50) طالبة تدرس بجامعة الاحفاد للبنات.خضعت البيانات لتحليل إحصائي دقيق باستعمال برنامج الحزم الاحصائية للعلوم الاجتماعية. تم تقديم تحليل البيانات في شكل نسبة مئوية. . خلصت الدراسة إلى أن معلمي المرحلة الجامعية أكدوا ان استخدام تنكنولوجيا الوسائط المتعددة تساعد اساتدة اللغة الإنجليزية في تخطيط و تحضيرو اداء الأنشطة التعليمية بفعالية. أوصي الباحث بضرورة استخدام معلمي اللغة الإنجليزية كلغة أجنبية لتكنولوجيا الوسائط المتعددة في تدريس اللغة الإنجليزية في الجامعات السودانية وادخالها في المنهج لخلق بيئة تعليمية حيوية تسهل العملية التعليمية .اوصت الدراسة بضرورة استخدام تكنولوجيا الوسائط المتعددة في تدريس اللغة الانجليزية في المرحلة الجامعية لتفعيل عملية التعاون بين الطلاب و تشجيعهم علي اكتساب اللغة الانجليزية.

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CHAPTER ONE

INTRODUCTION

1.0 Overview

The study provided a brief background to the multimedia. It focused on the problem, questions, hypotheses and objectives. Moreover it detailed the methods and limits of the study.

1.1 Background of the Study

The impact of EFL multimedia technology on tertiary level students' motivation is very important topic to be discussed to display how multimedia motivates tertiary level students teaching and learning processes. Today multimedia technology plays an important role in pedagogy .When teachers use it in their classrooms, in fact, they want to attract the students' attentions, so they can enhance effective ways of learning. It's obvious that learning a new language in a traditional way is not so enjoyable for today technology-dependent students, for this, the environment of the classroom has been changed. According to Yabarra and Green (2003), the process of learning a new language can be boring and painful for students, so they need much language support and the teachers who teach English know that any language support is helpful for language acquisition. One of the most important factors for learners, in EFL, is the method that teachers use in their teaching process to facilitate learning (Ahmed Gilani, Nizan Ismail &

Gilakjani, 2012). With the development of technology and the boom of digital revolution, multimedia is increasingly accepted as a means of English language instruction. Students can be easily exposed to sound, video, and animation of the authentic target language, which can give the students the strong visual impact and make them get involved in the authentic language environment more completely. Multimedia technology, in this sense, promise to change forever the way students learn and teachers teach. However, technology in language teaching is not new. It has been around in language teaching for decades. For example, the blackboard, as the form of technology has been used for centuries .Tape recorders, language labs and videos have been in use since the 1960s and 1970s, and are still used in classrooms around the world (Dudeny and Hokly, 2008).

Almost every type of language teaching has had its own technologies to support it. Language teacher who followed the Grammar-translation method ,in which teachers explained grammatical rules and students performed translation , relied on the blackboard in most of in their teaching. In contrast, the audio-tape was the perfect medium for the Audio-lingual method, which emphasized learning through oral repetition.

In the 1980s and 1990s, there has been a shift towards communicative language teaching, which emphasizes students engagement in authentic, meaningful interaction. This has led to the application of how to best integrate technology into the classroom.

In spite of the fact that the use of information and communication technology (ICT) by language teachers is still not widespread, the use of technology in the classroom is becoming increasingly important for

presentation of authentic materials and hopefully, it will become a normal part of EIT practice in the coming years. Yet, teacher training programs often ignore training in the use of ICT, and teachers are often far less skilled than their own students when it comes to using current technology.

1.2 Statement of the study

The issue of lack of motivation that has been noticed among undergraduate students. English foreign language learners need effective tools to motivate them and foster language learning. At present, there are many technologies such as Ebooks (PDF,Epub), Graphics (Digital Images), Mp3 players (Digital Audio Players), Videos players (VCD, DVD players) and Animation .These multimedia technologies have been contributing enormous to teaching and learning of English Effectively. Especially, multimedia technologies are great source for language activities, material in teaching and learning English language.

1.3 Objectives of the study

This study aims to:

1. Raise teachers' awareness of new ways of using multimedia in teaching English for EFL students.

2. Highlight the interactive role of multimedia in constructive interactive teaching in English class.

3. Explore the impact of multimedia technology on increasing students' collaboration.

1.4 Significance of the study

The findings of this study will hopefully help English teachers seek to understand technology and the important role of using multimedia

technology in teaching and how it can make the learning and teaching process more effective. Furthermore , using multimedia in teaching context has enabled positive shift in the pedagogy of language learning and teaching, especially in English. Thus, this study is expected to broaden English teachers' horizon in inculcating sense of collaboration and interactivity in English class.

1.5 Questions of the study

This study attempts to provide answers to the following questions:

1. To what extent does technology facilitate the EFL teaching and learning processes?
2. What is the relationship existed there between modern technology and learners' collaboration?
3. To what degree do EFL Sudanese teachers use multimedia productively?

1.6 Hypotheses of the study

The following are the directional hypotheses of this study:

1. Multimedia facilitate teaching and learning English language processes.
2. Using multimedia technologies in English class activate collaboration among students.
3. Multimedia help EFL Sudanese teachers to plan, prepare and implement educational activities efficiently.

1.7 The Method of the Study

This study is adopted the descriptive analytic method by using a questionnaire to gather relevant information in order to get accurate results. A questionnaire for teachers to investigate to what degree teachers use multimedia in English classes productively to for teaching and learning English language, and a questionnaire for students to investigate how multimedia is beneficial in enhancing EFL tertiary level students learning English.

1.8 Limits of the study:

This study is limited to fifty tertiary level students who study at Ahfad University for Women. Beside the fifty instructors who from different Universities from Khartoum State. The duration of this study will be during the academic year (2019 – 2021).

CHAPTER TWO

LITERATURE REVIEW AND PREVIOUS STUDIES

2.1 Introduction

The previous chapter discussed the general framework of the research. However, this chapter constitutes a review of theoretical aspects related multimedia technology proposed by the scholar of this particular field, and a brief review of some related previous empirical studies that have been conducted.

Multimedia is a recent and popular term in the field of computer usage. Generally speaking, multimedia is the combination of text, sound, pictures, animation, and video. Typical set-ups include CD-ROM, CD-ROM player, sound equipment, and special hardware, which allow the display of sophisticated graphics.

With the rapid development of the internet, which has become a powerful medium for it provides a number of services including "e-mail, the World Wide Web (WWW), newsgroups, voice and video conferencing, file transfer and exchange and numerous corporate services delivered through specialized programs" (Mudge , 1999, p.11).

Lu, Wan and Liu (1999) explained that in the context of teaching, multimedia can be called an integrated media, which consists of various media forms such as text, graphic, animation, audio, etc. to browse, query, select, link and use information to meet students' requirements. Smith and Woody (2000, p220) defined multimedia as "the use of both visual aids and verbal descriptions to illustrate concepts".

The Definition of Multimedia

The term multimedia can be defined in various ways, it is determined by one's perspective. Multimedia is considered to consist of computer program which is the combination of a text with at least one of the following elements: audio or sophisticated sound, music, video, photographs, 3-D graphics, animation, or high-resolution graphics. It is stated that multimedia is information that takes the form of audio, video graphics or movies. A multimedia document contains a media element other than plain text. According to Mayer (2010:p1-2) multimedia presents both words (in spoken or written form), and pictures (illustrations, photos, animations, video).

Multimedia means using more than one medium of expression or communication (of computer applications). Multimedia also means that computer information can be represented through audio, video, and animation in addition to traditional media (i.e., text, graphics drawings, and images).

A general Definition is

Dave Marshall (2001) further defined multimedia as,

"The field concerned with the computer-controlled integration of text, graphics, drawings, still and moving images (Video), animation, audio, and any other media where every type of information can be represented, stored, transmitted and processed digitally".

Multimedia technology refers to interactive, computer-based applications that allow people to communicate ideas and information with digital and print elements. Professionals in the field use computer software to develop and manage online graphics and content. The work that media technology

specialists produce is used in various media, such as training programs, Web pages, and news sites.

Mudge (1999: 11) defined multimedia as,

"E-mail, the World Wide Web (WWW), newsgroups, voice and video conferencing, file transfer and exchange and numerous corporate services delivered through specialized programs".

2.2 Background and History

Technology and English language teaching and acquisition have continuously been bonded to each other in various forms. Historically from the early 1960's to date, the use of technology has had a key role in English language learning laboratories in various educational institutions around the world. Traditional language laboratories were equipped with a number of small tables and cabinets with cassette decks, microphones, and headphones to be used by each student. Instructors used a central control panel to monitor their students' communications and performance. The main advantage of such laboratories was that spoken activities of students would assist them to quickly learn the second language. As a result, their skills would be enhanced by coming across more applied and practical day-to-day exercises. Although the language laboratory was a positive and progressive step in linking technology and language education, this technique was actually tedious and boring for many learners due to minimal interactions between the teacher and his/her students .

Over the past two decades, technology has found its way into the process of learning and teaching of almost all subjects and disciplines. English teachers are considered the pioneers of applying diverse modes of technology into the process of language teaching and learning. Thus, English classes and laboratories all over the world have been swiftly influenced by newly developed software's, local area networks, and the

internet. However, this leaves teachers, material developers, and educators trying to keep up with the dramatic development of multimedia technology. With the advancement and growth of computers and mobile devices, Computer Assisted Language Learning (CALL) and Mobile Assisted Language Learning (MALL) have gained attention for second language educational theories for over fifteen years. The use of computers in the English language classrooms and laboratories is known to be useful for both teachers and learners. Currently, there are numerous CALL software application programs available, such as: vocabulary, grammar and pronunciation programs, spell check utilities, electronic workbooks, reading/writing programs, and diverse learning packages to assist instructors in creating tutorial exercises to boost their English language courses. Times have changed, teachers have progressed, and we are now faced with new models of learning and modern technologies as teaching tools. Modern technologies such as overhead video-projectors, interactive smart whiteboards, smart telephones and iPads, tablets, laptop computers, and wireless internet have exposed the language classroom and laboratory to the real world. Teachers and lecturers who spent countless hours, days, and weeks dealing with a textbook, a tape-recorder, and a chalkboard are now proficient and adapted at using PowerPoint to present grammar, playing podcasts (digital audio files) to practice listening skills, dragging texts off the internet to present reading abilities, and possibly most ground-breaking of all; empowering students by giving them access to a wide range of web-based tools and social networks that allow them to publish work and socialize with live audiences in real settings.

This is just the beginning; as modern technological tools and devices continue to initiate new ways to improve the way that English is learned in the language laboratory, even greater changes seem to be taking place

outside it, as the digital revolution progressively challenges the physical classroom as a place of study. Recent investigations show that social media such as a web-based course, video conferencing, social networks, email-writing programs, and group chat room discussions can assist English language acquisition in numerous ways. This includes reducing anxiety, simplifying communication, promoting social or cooperative learning, increasing student incentive, and enabling cross-cultural consciousness. Conversely, one may possibly encounter two major difficulties in the use of the existing technologies applied in the lecture-room or language laboratory: their difficulty to customize and their incapability to interact with the learners. Since computers and mobile devices are faced with some limitations in appealing student learners and provide them with an interactive environment, possible use of other forms of technology has been explored in recent years. Among the fastest emerging technologies that have demonstrated to be of assistance to the language learning process are social robots. From the mid-2000's social robots and interactive digital robots have also been explored as supportive and novel tools that have come to the aid of language teaching and learning, gradually evolving into the new methodology named as Robot Assisted Language Learning (RALL) .Social Robots not only have the features and interfaces already being employed in CALL and MALL, but are also capable of autonomous actions/movements, visual and voice recognition, and physical/environmental interactions when equipped with numerous sensors. While computers or mobile devices can be capable of nonverbal communication by using cyber and fake characters and/or videos, social robots are also remarkable in their capacity for nonverbal communication, such as facial expressions, gestures and actions, while coexisting with learners in a real environment such as home and/or classroom.

Furthermore, social robots are different from computers and mobile devices in the way that they have a welcoming appearance and have the ability to be programmed for successfully keeping social relations. These new learning interventions and methodologies, clearly designates that modern and immerging technologies have much more to offer ELT, LLT, ESP, and EFL in the years to come.

Mayer (2001,p.55) states that multimedia gives a complex multi-sensory involvement, displaying data through graphic, images, audio, and video. It has been demonstrated that a blend of words and pictures continuously coordinating a huge sum of data. Among the preferences of interactive media are having the capacity to select among media to show well-structured data (Larkin and Simon,1987,p.65), utilizing a few representations to progress memory (Penny, 1989,p.398), empowering dynamic handling (Ainsworth, 1999,p.145), and presenting more information at once (Sweller, 2005,p.38). Students learn best by seeing the value and importance of the information presented in the classroom. Thus, for students to achieve their ultimate goal in learning, it is important to use a variety of teaching methods and to make the classroom environment stimulating and interactive.

According to Nunan (1999,p.65) a percentage of language educators depend on the transmission model, which emphasises the teachers' responsibility to convey knowledge and correct errors, whereas students simply receive and store the information taught in class. Many students tire of this teacher-centered model of English-language learning and complain that the class is very boring and monotonous and that they want a new and different approach. One attempt to solve this problem may be to develop an active teaching approach to stimulate students' interest in English-language

learning. With the advent of new technology, multimedia is increasingly accepted as a means of Teaching English as a Foreign Language (TEFL).

Yang and Fang (2008,p.137) note that many English teachers state that teaching English with multimedia makes an English class more active than in the teacher-centred model. In contrast to traditional English classrooms, in multimedia classrooms, the teacher can use a button and keyboard to show significant content in several seconds, as long as he or she is familiar with the operation of the multimedia.

Given the importance of using multimedia in language teaching, computers have become very popular in schools, and many teachers are now using these devices for language learning. Teachers are always the Using facilitator of an entire class, in which they apply teaching methodologies accumulated over many years of teaching experience while adding the use of multimedia in EFL teaching. Currently, the importance of information technology in the educational sector is well known. Solanki (2012,p.151) see that information technology helps students as well as teachers in studying course material easily because of rapid access.

Smith et al (2000,p.220) defines multimedia as

"the use of both visual aids and verbal descriptions to illustrate concepts".

Concept of Multimedia According to Internet Web Page Encyclopedia.com (2012:103)

"Multimedia is the term used to describe two or more types of media combined into a single package-usually denoting a combination of some or all of the following: video, sound, animation, text, and pictures. Multimedia gives the user the opportunity to influence the presentation of material. The selection and manipulation of various aspects of the presentation material is the interactive aspect of a multimedia presentation".

Computer Assisted Language Learning (CALL)

Lionatas (2002: 318) argues the importance of effective computer assisted language learning with his view that it:

"enables teachers to optimize the learning process of language acquisition and classroom dynamics which helps students learn, improves their attitudes and perceptions toward the target culture according to their interests, and increases their affective motivation through a diversity of modes for contextualized interaction in the classroom."

Recent studies show (for example, see Dubriel et al., 2004:38; Jung, 1993:77; Rilling et al., 2005:42) that using multimedia in language instruction empowers teachers to make the use of target language authentic, contextualized, and aimed at the specific needs and interests of students. While CALL is a vital tool in the development of linguistic and cultural proficiency, the way the material is mediated by the teacher is essential to its effectiveness.

CALL which is Computer Assisted Language Learning came into play during the later part of the 20th century. Warschauer (1997: 470-480) divided the history of CALL into three stages: behavioristic CALL, communicative CALL, and integrative CALL. Behavioristic CALL applied in 1960s and 1970s was based on the behaviorist learning and featured repetitive language drills. The computer was regarded as a mechanical tutor to deliver the materials to the students.

CALL which included the development of multimedia computers and the Internet. This model not only integrates various skills (e.g. listening, writing, speaking and reading) but also bonds different technologies serving as effective and comprehensive tools for language learning and teaching. With integrative CALL, teachers were moving away from communicative

perspective of teaching to a more social way, which emphasizes the language use in authentic social environments. Applying this multimedia networked computer in the language class provides students a more effective means to learn English. For instance, students can have rapid access to the background, grammatical or vocabulary explanations, pronunciation information while the main lesson is in the foreground. Besides, students under this model are usually encouraged to engage in their own language development rather than learn in a passive way. The history of CALL suggests that multimedia can serve a variety of purposes for language teaching. It can serve as a tutor to offer language drills or a stimulus to stir students to think. With the advent of the advanced technology and internet, computer usage in language teaching provides an authentic environment for students to communicate with native speakers in an inexpensive means.

Nevertheless, the application of multimedia in English teaching is not as widely used as expected. A reason for this could be the underdevelopment of technology and immature pedagogy sabout using multimedia in teaching foreign languages. For example, multimedia cost is high and not all educational institutions can make use of this tool. In addition, many teachers are not trained in using multimedia to teach English. According to Gong & Zhou, (2007: 36-38)

"some teachers who have been aware of the applicability of multimedia teaching tend to focus on the flowery and fancy courseware and neglect the teaching aim, teaching object and teaching content, so the whole English classroom would become a demonstrating hall of computer functions".

Types of Multimedia According to Encyclopedia of Multimedia (2008, p. 549)

"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. Multimedia learning environment involves a number of components or elements in order to enable learning to take place. Hardware and software are only part of the requirement. As mentioned earlier, multimedia learning integrates five types of media to provide flexibility in expressing the creativity of a student and in exchanging ideas".

According to Green et al (2002, p. 2)

"Multimedia is used any time one medium of communication is coordinated with another medium to transmit information in some unified manner. Multimedia may be thought of as any method of transmitting information using at least two of the following: graphics: audio, text, and interactivity (often, this refers to the navigational components of a computer".

The most common methods of presenting multimedia may combine any of the following:

1. Paper-based-books, magazines, brochures.
2. Light-based-slide shows, overhead transparency presentation.
3. Audio-based-record players, CD players, cassette tape players, radio.
4. Moving-image-based-television broadcasts, VCR (video cassette recorder), film.
5. Digitally based-computer (via input and output devices, most commonly a monitor, audio speakers, keyboard, and mouse computer".

Hypertext and Hypermedia

According to Green et al (ibid: 4)

*"**Hypertext** is a nonlinear method of presenting text. Examples of this include Web pages that have words or phrase that, when clicked on, take the reader to another section of the Web and "choose your own adventure" books that ask the reader to make a choice as he or she reads and, based on the choices made, direct the reader to specific pages later in the book Hypermedia is the multimedia version of hypertext. **Hypermedia** uses a variety of media that are linked in a manner that allows that user to go to various other media in a nonlinear fashion (the World Wide Web can be considered an example of hypermedia)"*

The Role of Multimedia

Howley & Wood (2011) state that curriculum developers, intellectuals, educational leaders and policy makers claim that computers and related internet technologies represent important educational innovations. Among them, multimedia plays the most significant role in teaching learning process especially teaching English as a foreign language. Multimedia enables learners to experience their subject in a vicarious manner. The key to providing this experience is having simultaneous, rather than sequential, graphics, video, and audio. According to Johnstone and Milne (1995) the appeal of multimedia learning is best illustrated by the popularity of the video games currently available in the market.

Fuelling this growth are advances in technology and price wars that have dramatically lowered the cost of multimedia and computers. The growing number of Internet users has created a larger market for multimedia, and the new tools are enabling educators to become developers. Multimedia is used to enable individuals to create course material that once required teams of specialists, and individuals can now produce multimedia desktop video productions.

Multimedia enables learning through exploration, discovery, and experience. Technology does not necessarily drive education. That role belongs to the learning needs of students. With multimedia, the process of learning can become more goal oriented, more participatory, flexible in time and space, unaffected by distances, and tailored to individual learning styles and can increase collaboration between teachers and students. Multimedia enables learning to become fun and friendly, without fear of inadequacies or failure (Lu, Wan and Liu, 1999).

Integrating Technology in Education

Mishra & Koehler (2006) asserted that Information and Communication Technologies (ICTs) are very important in the field of education because they can change the environment of the classroom and allow the subject matter to become more accessible to the learner. For this reason, EFL teachers must decide how - and how not - to use technology in the classroom (Morgan, 2008). In this regard, integrating technology into classroom instruction involves more than just teaching computer skills, it demands that educators look for means of innovation in order to encourage students' engagement and build up their learning; therefore, one way to accomplish this important aim is the use of instructional technology in an effective way. Some theoretical and empirical studies have been carried out to confirm that the use of ICTs in the teaching and learning process is crucial. It has been demonstrated that the use of technology motivates students' interest in the contents to be studied (Mayora, 2006, as cited Teaching English with Technology, 17(2), 77-86, http://www.tewtjournal.org 79 in Ilter, 2009).

In this concern, Ilter (2009 p. 136) states that "technology might be one of the factors that affect students' attitude positively in the teaching-learning process". Furthermore, according to O'Dwyer, Russell, Bebell, and Tucker-

Seeley (2005), technology allows students to develop critical thinking skills, high levels of understanding and solve problems. Technology and English language education are very closely related (Singhal, 1997). If we go back to the past, various educational institutions used to provide classes in language laboratories that enabled learners to implement technology devices where teachers monitored students' interaction. Although the use of technology was very positive in the learning process, it slowly became unattractive and boring (Singhal, 1997).

Currently, the use of technology in the classroom has opened up new possibilities for language education through the web generations that positively contribute to the teaching-learning process. The first one developed was Web 1.0, which was used to send messages through a unidirectional system (Ban & Summers, 2010). Later, Web 2.0 opened a platform that allowed interaction, collaboration and better communication. Nowadays, Web 3.0 offers the possibility to search for required information in an organized way; it also suggests other content related to the proposed topic (Miranda, Gualtieri & Coccia, 2010).

Different technological tools are applied to help English language students improve their learning skills. The tools that are worth mentioning comprise English language learning websites, Computer-Assisted Language Learning programs, presentation software, electronic dictionaries, chatting and email messaging programs, CD-players, and learning video-clips (Nomass, 2013). The positive outcomes of the tools listed above can only be possible with appropriate methodology and teachers' management applied in the classroom.

Integrating the Internet yields the additional benefit of increased student motivation. Students are eager to begin class and often arrive early at the computer lab, logging on to the Internet and beginning research on their

own. They also often stay after class to continue working on the Internet. Overall, students develop greater confidence in their ability to use English because they need to interact with the Internet entirely through reading and writing. Using the Internet for focus discipline research not only teaches higher order thinking skills, but also promotes critical and social literacy as students encounter a variety of information, synthesizing that information through cooperation and collaboration with their peers. Members of focus discipline groups generally form strong multicultural friendship fostered by their collaborative efforts throughout the semester.

Some Disadvantages of Multimedia in Education

-Distraction: Often, confused presentations of the material can cause distraction due to conflicting messages. Non-linear structured multimedia allows the user to follow the supplied links, which can distract from the topic to be learned. The massive amount of information provided by multimedia applications may distract our attention during learning.

-**The human short-term memory is limited**; usually it can hold around 7 pieces of information. When several media presented at the same time, the learner can only concentrate on some of them and ignore others. This could result in ignoring important information. Human beings cannot use all channels available simultaneously, and this can prevent us from realizing the full potential of multimedia.

Low interactivity: Even though the interactivity between the learner and multimedia applications is increasing, it is still considered restricted compared to the elaborated human-human interactivity.

No selective feedback: Feedback is generally very limited within computer-assisted learning packages. Generally, computers can't substitute for person-to-person teaching, only enhance it. Often, the feedback provided is limited to right/wrong, and it does not support in learning

strategies or further content explanations. Multimedia applications cannot identify individual needs or problems of the learner, so they cannot respond like people.

Simulations are often not enough: It may be important for students to have true hands-on experience. For example, for studying insects in biology it is necessary to go out in nature, to see insects living in their natural environments.

Lack of skills – pupils and teachers: Students, particularly mature-age students, may not be ICT literate. Also teachers may lack some personal skills, which are needed to teach effectively with multimedia.

Difficult to do: Creating audio, video and graphical materials can be more challenging than creating ordinary texts.

Time consuming: Using multimedia can be time consuming. Especially the production of multimedia takes much time.

Access: Not all students have appropriate access to proper hardware and the Internet. This may limit the scope of teaching.

Social in/exclusion: Not all members of a society can be involved in the use of multimedia technology due to lack of access to the Internet or lack of hardware to make full use of the educational material on the web.

Equipment problems: Hardware and software needs to be configured in a way that their usage is as simple as straight forwarded as possible.

Bandwidth issue: Limited bandwidth means slow performance for sound, graphics and video, interrupting streaming and causing long waits for download that can affect the ease of learning.

Multimedia is portable: Paper-based notes can be read everywhere, on the bus, at the beach, etc., but web-based materials or multimedia materials require specific hardware devices.

Computer screens aren't paper: The content on screens may not be as easy to read as the content on paper. If there are large chunks of information that need to be read from top to bottom, it is probably best to view such a document on paper. Books and journal articles may still be better to read in paper. End users often prefer to use technology to search for information, but when it comes to reading, they tend to read from print-outs.

In summary, multimedia products can be used to represent and process various types of knowledge. They can be used as means of representation and communication of knowledge. The use of these products can foster students' construction of their own knowledge. They can construct knowledge and develop skills related to various subjects by accessing or producing digital representations of knowledge. In particular, they can develop literacy and other core competencies. For example, they can develop motivation for learning activities, communication abilities, social competencies as well as learning competencies, values and ethics

A Brief History of Multimedia Use in Teaching

Warschauer and Healey (1998) divided the history of computer-assisted language learning (CALL) into three stages:

behaviouristic CALL, communicative CALL, and integrative CALL. Behaviouristic CALL, applied in the 1960s and 1970s, was based on the behaviourist theory of learning and featured repetitive language drills. Programmed Logic for Automatic Teaching Operations (PLATO), the best-known tutorial system, is a special hardware consisting of extensive drills, grammatical explanations, and translation tests at various intervals (Ahmad et al., 1985).

The next stage, communicative CALL, appeared in the late 1970s and early 1980s. This stage focused on the communicative teaching method and encouraged students to generate original utterances through the process of

discovery, expression, and development, rather than only repeating prefabricated language. Students were supposed to make use of the computer in language learning (Ahmad et al., 1985,p. 478).

In this model, the computer is viewed as a stimulus (Taylor and Perez, 1989). Popular CALL software developed in this period included word processors and spelling and grammar checkers. Following this stage, integrative CALL included the development of multimedia computers and the Internet. This model integrates different technologies that serve as effective and comprehensive tools for language learning and teaching. With integrative CALL, teachers move away from the communicative perspective of teaching to a more social way, which emphasises the language used in authentic social environments. According to Taylor and Perez (1989,p.78) applying a multimedia networked computer provides students with an effective means of learning English .

With the advent of technology and the Internet, computer usage in language teaching provides an authentic environment in which students can communicate with native speakers inexpensively.

For instance, students can have rapid access to the background, such as grammatical or vocabulary explanations and pronunciation information, while the main lesson is in the foreground. Moreover, students in this model are usually encouraged to engage in their own language development rather than learning in a passive way (Taylor, 1980,p. 112).

According to Gong and Zhou (2007), certain teachers who are aware of the applicability of multimedia teaching tend to focus on flowery and fancy courseware and neglect the teaching aim, object, and content, so the entire English classroom becomes a demonstrating hall of computer functions.

Zhou (2004,p.71) illustrated that teaching has always been a “multimedia” enterprise; instructors have typically spoken aloud, drawn pictures, and

attempted demonstrations for the benefit of their students. What has changed has been the evolving technology available for combining and delivering that information. The 1980s saw the introduction of overhead transparencies and videotapes, whereas the 1990s yielded the first CD-ROMs, the World Wide Web, and digital projectors with the mixed blessings of Microsoft PowerPoint. Also added that technological innovation accelerated in the first decade of the new century, with digital projectors as standard features in most classrooms and CD-ROMs or DVDs accompanying many textbooks.

Development of Multimedia Applied in English Teaching

According to Mudge (1999,p.11-16):

"*Multimedia applied in English teaching may include four stages. The original stage can be dated back to the 1950s when only a few foreign language institutes started to employ phonograph, broadcast, movie, tape recorder and other current media in foreign language teaching. During that time, audio and video were once considered a significant revolution to the teaching of foreign language. Following in the 70s and 80s, audio and video developed dramatically with the advancement of electronic technology. Electronic taping, slide projectors, videocassette players, language labs and other electronic devices were included in this era. By the turn of 90s, multimedia technology was becoming increasing available in foreign language instruction because of the development of computer technology 24 and the coming of the digital revolution. In the early 2000's, the internet became a powerful medium for the delivery of computer-aided learning materials. The internet provides a world-wide means to get information, lighten the work load, and communicate with each other at any time and at any place*."

The Application of Multimedia Technology in English Teaching has the Following Beneficial Purposes:

1. To cultivate students' interest in study.
2. To promote students' communication capacity.
3. To improve the effect of teaching.
4. To improve interaction between teachers and students.
5. To create context for language teaching and to provide flexibility in course context.

Acha (2009,p.29) says that: skillful teachers know how to convey information in an appropriate way and how to arouse students' interest using computers or the Internet. Therefore, a proper combination of multimedia and teaching methodology is appropriate to attract EFL students' attention during English-language learning.

What is 'Multimedia' in Language Classroom

It is very important to know what is multimedia in language classroom. According to Pandey, "multimedia is 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 media devices but also be part of a live performance (multimedia)." Multimedia is being used for information in form of texts, graphics, pictures, audio and video. When both images and sounds are presented together then it is more appealing to its audiences. That is why use of multimedia is becoming popular day by day to teachers as well as students. It is not enough to use multimedia in classroom to motivate students. But also it requires to "use combination of teaching methods and to make the classroom environment as stimulating and interactive as possible (multimedia)." One more thing that multimedia cannot be "substitute for teachers" because s/he always works as

"facilitator" in classroom. A good teacher knows well how s/he can make his classroom or lesson better by using technology.

Use of Technology in Language Classroom

In recent years, revolutionary changes have come in classroom settings beside the teaching methods because "Chalk and Talk teaching method is not enough to teach English effectively" (Susikaran, 2013, Abstract). Raihan and Lock (2012, p.20) say that "with a well-planned classroom environment, the students learn HOW TO LEARN". Accordingly, both teaching and learning English language has become changed. Now-a-days it is proved that technology enhanced teaching environment is more fruitful than lecture based classroom. They added "Teachers need to seek ways of using technology as a learning tool for their students even if they do not master the technology and cannot act as an expert" (p. 25)

The use of technology has remarkably changed the English teaching techniques. "Technology provides so many options as making teaching interesting and also making teaching more productive in terms of improvement." (Patel, 2013, p.116). In traditional classrooms teachers usually stand in front of students and give lecture and also give explanation and instruction by using blackboard or whiteboard. "These technique needs slightly to be modified regarding with the development of the technology" (Joshi, 2012, p.34).

The use of multimedia texts in classroom helps student to become increasingly familiar with academic vocabulary and language structure. "The use of multimedia described here makes use of print texts, film and internet to develop and enhance linguistics and knowledge" (Joshi, 2012, p.34). Use of print, film and internet give students opportunity to gather information and introduce them to various materials for analysis and interpretation of both language and contexts. "Internet presents students a

wide range of collection of English language texts in many discipline departments" (Joshi, 2012, p.34).

Use of internet can make the benefit of increased student motivation. In addition, use of film in teaching can help students to understand the topic with enthusiasm and develop their knowledge. Sometimes teachers try to support their students to learn from and about technology, but ignore the most important aspect - learning with technology. Students can learn meaningfully when technology is used in the process of learning through use of computer, internet etc. When students learn with technology, it helps them to develop higher order of thinking and research skills. "Therefore, proper combination of multimedia and teaching methodology is appropriate to attract students‟ attention towards English language learning" (Pandey, multimedia).

Disadvantages of Using Multimedia in Classroom

Usha (ibid: 7-8) says:

"Multimedia requires high−end computer systems. Sound, images, animation, and especially video, constitute large amounts of data, which slow down, or may not even fit in a low-end computer. Unlike simple text files created in word processing, multimedia packages require good quality computers. A major disadvantage of writing multimedia courseware is that it may not be accessible to a large section of its intended users if they do not have access to multimedia-capable machines. For this reason, courseware developers should think very carefully about the type of multimedia elements that need to be incorporated into applications and include only those that have significant value. Multimedia has other weaknesses too.

While proponents of this new technology are very enthusiastic about its potential, they often leave the financial and technical issues unattended.

Development costs in multimedia are very high and the process of developing effective multimedia takes time. Time spent on developing the multimedia package requires money so that the true cost of an interactive programme mounts with each delay. Further, if the prerequisites for using multimedia include access to computers with related software, the user must possess a minimum level of computer literacy in order to exploit the capabilities of this medium for learning. And finally, training of the educator who is unfamiliar with the production and design of multimedia courseware or packages can be equally complicating. The critical question, then, is: How do we overcome some of the identified barriers and begin the process of multimedia implementation alongside the instructor, textbook, and blackboard? It is the barriers rather than the technologies which we must address before multimedia, or for that matter, any media technology becomes as accepted as the printed text or guidebook".

Multimedia in the Classroom Teaching

Multimedia is often applied to many courses as it provides a wide diversity of learning styles and modalities. Learning style is the term that relates to characteristic cognitive behaviour and helps in defining how learners perceive, interact with, and respond to learning setting. It is proved that learners are more comfortable with gaining knowledge in the environment which is connected to their predominant learning style. Each student in the classroom has a preferred learning modality as visual, aural, and kinesthetic. Some learners are multimodal which is the combination of all mentioned above modalities. Multimedia helps in establishing curriculum that appeals to visual, aural and kinesthetic students, therefore, learners have equal opportunities in their performances. Students are encouraged to develop a versatile approach to learning by presented material in a diversity of modes.

Learning Environment in Multimedia

The interactive nature of multimedia provides the room to enhance traditional "chalk-and-talk" method of teaching with more flexibility to learners to adapt to individual learning strategy. Multimedia provides a technology based constructivist learning environment where students are able to solve a problem by means of self-explorations, collaboration and active participation. Simulations, models and media rich study materials like still and animated graphics, video and audio integrated in a structured manner facilitate the learning of new knowledge much more effectively. It enables both the educators and learners to work together in an informal setting. The role of educators and learners are extended. Furthermore, it encourages and enhances peer learning as well as individual creativity and innovation.

Multimedia technology empowers the educational process by means of increased interaction between teachers, students, and courseware also innovative ways to make learning more dynamic, longer lasting, and more applicable to the world outside the classroom. Throughout the 1980s and 1990s, the concept of multimedia took on a new meaning and plays as a good tool in educational technology. Furthermore the satellite, computers, audio, and video converged to create new media with enormous potential combined with the advances in hardware and software, these technologies were able to provide enhanced learning facility and with attention to the specific needs of individual users.

Shirley Biagy ,(1996) through his long experience with student teachers has found that:

1. Media provide huge information, they motivate students to speak and help them integrate listening, reading, talking and writing skills, through various kinds of activities.

2. A clear example are Power Point presentations which help students speak freely, eye contact, organize ideas. Through Media Presentations there is more communication and collaboration among students, while working with the pages of a book is more individual, less collaborative and less interactive.

3. There is so much information available at the click of a mouse but at the same time you have the feeling that there is little memory space in the brain and students may forget everything, so, try to select the most important things and review and review till they are located in the long-term memory.

4. We can exploit a piece of learning materials offered by various Media in several different ways through: analyzing a text in the book, reading and generating ideas from a text in the newspaper or magazine, watching and discussing a TV program or a movie, classroom presentations, exercises and activities using various kinds of Media, pair and group work, reconstructing the text based on the above information brought from different Media, engaging students in useful writing and revision activities, etc.

Tools such as computers and software can enhance learning opportunities in the classroom while promoting new methods of learning. Li, Park & Ertmer (2007) plainly say that through the use of technology, students are given the opportunity to better understand content in powerful ways by collaborating with others and being actively engaged in learning. According to the U.S. Department of Education (2008), educational technologies have been shown to enrich learning environments and enhance students' conceptual understanding. Most educators and parents consider technology an integral part of providing a high quality education (Greenhow, 2008; U.S.

Department of Education, 2003b). Spires, Lee, Turner and Johnson (2008) found that students felt that technology was an essential part of their lives and is what engaged many of them to achieve in school.

T.Levin &Wadmany (2008) assert that technology promotes interaction and communication among students and teachers while enabling teachers to change the traditional role of an educator in the classroom. According to Li (2007,p.379) a technology-enhanced environment can "force teachers to change their role from knowledge dispensers to facilitators". This can redirect teachers from traditional ways of teaching. " Li (2007, p. 383) in a recent study, students revealed that technology "enabled diverse approaches in teaching and learning, sometimes in ways that could not be achieved by the traditional-textbook methods. Going beyond the textbook can provide real-life experiences, better preparing students for the future. By integrating technology in the classroom, students become more motivated to be active in the learning process (Clausen, Britten, & Ring, 2008; Cuban, 2001; Digital Learning Environments, 2008, Lemke & Martin, 2004).

Approaches to Learning with Multimedia

In spite of the potential of multimedia in fostering deep and deep-achieving approaches to learning, research has found contradictory evidence (Laurillard, 1993; Webb et al., 1994). Many applications do not integrate meaningful information processing (Jonassen, 1993 cit. Gunn, 1995). Hart stated (1987, cit. Ramsden, 1992) that multimedia users could become rich in information but poor in knowledge. Furthermore, even well-structured products would sometimes be used (by certain learners and in certain moments) on the basis of a surface approach to learning (Webb et al., 1994 and Newman et al., 1998). In this respect, the context in which learning takes place (i.e. users' skills and learning environment) is a key variable.

Different types of conceptions of learning with multimedia become apparent (van den Brink et al., 2000): conceptions of learning with multimedia range from a quantitative view of learning to a qualitative one. This implies that pupils' conceptions of learning with multimedia seem to be based in general conceptions of learning. Some pupils can see multimedia as a way of acquiring more knowledge. This seems to be a quantitative conception of learning (i.e. acquiring information). Multimedia can be represented as a way of improving learning effectiveness (e.g. by enhancing motivation) probably because it promotes a greater involvement in the learning situation. The fact that pupils can represent multimedia as a way of speeding the learning process and reducing information overload can imply that this kind of learning could be also seen as a resource for surface Learning. In the same study, teachers also expressed conceptions of learning with multimedia ranging from a quantitative view to a qualitative one that replicates research on teachers' conceptions of learning in general (Prosser et al., 1994, cit. Entwistle, 1997b).

Learning With Multimedia Can Foster Different Aspects of Learning:

Firstly, it can foster cognitive aspects of learning such as information processing and understanding (Jonassen, 1996, Mayer and Sims, 1994).

Secondly, it can increase motivational aspects of learning.

Thirdly, it can increase collaborative or social-cognitive aspects of learning.

Fourthly, educational multimedia has the potential of fostering learners' deep approach to learning and consequently deep learning (Hambleton et al., 1998; Lamon et al., 1993; Ramsden, 1992).

Multimedia products and online services provide many opportunities for these different aspects of effective learning. The potentials are, among others, to:

1. Use several perception channels during the learning processes and hereby anchor information processing with several senses;
2. Simulate complicated real experiments;
3. Visualize abstract contents;
4. Present processes in a dynamic manner in order to stimulate learners' cognitive structures and interpretations by embedding the content in the broad context of environment, society, history and by relating to the interpretation made by the learner;
5. Foster collaborative learning through online discussions in blogs, web groups, etc.

The Roles of Teachers in Multimedia Environment

The implementation of the multimedia into educational institutions requires major changes in traditional learning and teaching. This, in turn is connected to different roles of teacher that has to perform in multimedia-applied classroom.

Teacher fulfills the role of guide and facilitator, therefore, must know a wide range of different materials that are available and serve in developing learners' language skills as language textbooks are no longer the only source of information.

According to Institute for Information Technologies in Education (IITE), (2004, p.20)

"As facilitators, teachers must in many ways know more than they would as directive providers of information. Facilitators must be aware of a variety of materials available for improving students' language skills. In contexts such as these, where bottom-up processes are adopted, this focus on choice and independent use of materials by students under the teacher's guidance has been identified in terms of a pedagogy of resources, in parallel with other pedagogies like the pedagogy of time, the pedagogy of choice, and the pedagogy of cooperation". As facilitators, teachers have to be flexible, responding to the needs that students have, and not merely dependent on what has been set up ahead of time by curriculum developers and their idea of who will be in the classroom. Teacher education is a key element to success in this more flexible language classroom, where teachers will have the ability to use and to recommend multimedia and other resources effectively. Teachers must not only know about and understand the functions of different media available in a media-rich environment, they must also know when best to deploy them".

Multimedia provide vision and sound that enable showing the students how native speakers interact. Electronic encyclopedias and dictionaries are accessible within few seconds. Online newspapers present up-to-date information about the counties of the target language. Website is the source of information in many fields such as: tourism, policy, and political views. Teacher needs to be aware of the ways in teaching to use available material effectively. A good facilitator and a guide has to be flexible, recognize and respond to students' needs. He has to be open-minded, and not only concentrate on earlier established curriculum (Gilakjani, 2012: 121-1211).

Teacher serves as the Integrator in multimedia enhanced language learning. Not only should teachers know and comprehend functions of various media available, but also know the best time to deploy them. At the time when the

projects are constructed, students need guidance in the use of word-processing, graphics, and presentation programs. Integrating audio- visual elements makes learners realize that a foreign language environment of the target language is as multifaceted and vibrant as their own surrounding. It is essential for teachers to posses knowledge on how and where to access information for their own and students' use. They should be competent on the way of using searching engines and obtaining reliable and appropriate information. Being familiar with the use of electronic tools for language analysis provides teachers with linguistic and professional competence, therefore, increases their confidence in the language use, therefore, teacher should fulfill the role of the researcher in the classroom (Gilakjani, 2012: 121-1211).

The role of a designer requires putting together tasks and materials to guide students to successful completion of their projects and allowing them to draw conclusions from it. Obtaining this learning situation is very complex and involves higher order skills in researching and appraising source materials. Moreover, it requires setting overall goals and creating manageable and meaningful sequences by breaking down tasks. In fulfilling this role, teacher should be an example of good practice, giving: help, advice and encouragement to students that, therefore, serving as a source of inspiration for similar tasks. It is thought to be beneficial for a teacher to collaborate with his students. The result is seen in bringing more fruitful and rewarding efforts. Using media gives opportunities for exchange between institutions and beyond national borders. Internet exchanges, in fact, bring benefits to teachers in the form of helping them to overcome the sense of isolation of experience in their teaching career (Gilakjani, 2012: 121-1211).

Advantages and Disadvantages of the Use of Technology in EFL Teaching

Nowadays, the use of multimedia technology in the classroom becomes a necessity in learning a foreign language because of the benefits that both teachers and students can obtain during the teaching and learning process. For that reason, teachers of English as a foreign language need to improve their way of teaching in order to catch students' attention. In this context, it can be said that for every advantage technology brings, it also shows some disadvantages at the same time (Riasati, Allahyar & Tan, 2012).

Advantages of Using Multimedia in Teaching

Multimedia is very helpful and fruitful in education due to its characteristics of interactivity, flexibility, and the integration of different media that can support learning, take into account individual differences among learners and increase their motivation. The use of multimedia by students needs to be supported by very skilled teachers. They must guide students through the learning process and provide them with appropriate and effective learning strategies.

The constant advancement of technology is the main factor of occurring changes. Since Internet emergence, the traditional teaching of English has been challenged, as the result introducing many various and new ways of teaching. The role of teacher is to confront issues with rising student's interest in English learning and increasing the efficiency of teaching during class. Multimedia has been proven to be a golden mean in coping with these problems.

Dong and Li (2011: 165) stated that

"In the multimedia teaching, with eyes looking, ears listening, mouth speaking, hands writing, brains keeping in mind, students will greatly improve their passion for learning, leading to higher class efficiency"

Nowadays, multimedia surrounds us and becomes the indispensible element in our life, it provides interesting, new approaches to language teaching. It seems appropriate that teachers adopt and integrate it to their lesson and assessment planning. The implementation of multimedia will allow teachers to take full advantage of technology to teach English as a second language to non-native speaking students.

Pun (2013,p.31) documented that multimedia teaching in comparison to the traditional teaching model has plenty of advantages, among which we distinguish.

Teaching using multimedia makes English class more lively, vivid, and interesting. According to Dong and Li (2011) multimedia is the factor influencing areas such as: student's interest stimulation, efficiency improvement in the class, and satisfactory effects achievement. As the result, English classes are more interesting, vivid, and lively. By the means of pictures, sound, and animation, multimedia teaching provides a large number of implicit information. In traditional learning students receive information by listening in a rather passive position. Moreover, students perform mechanical and repeated exercises that are especially designed for them. Traditional learning is not conducive to cultivate student's learning interest, in the contrary to multimedia teaching, which is lively means, providing information in a realistic and vivid way. The author claims that introducing multimedia would considerably improve teaching effect (Dong & Li, 2011: 165).

According to Pun (2013:31), discovering and widening student's knowledge about the Culture of English is another advantage of multimedia in the classroom. Implementation of the multimedia in teaching offers students more possibilities than in the case of traditional teaching where sources of receiving knowledge are limited, textbooks cannot compete with real-life

language materials which attract student's attention. Multimedia provides abundant information, students gain the knowledge unconsciously about linguistic factors, such as the customs and cultural background of the target language. In this way students improve their listening skills, and receive information-sharing opportunity where learners interacts willingly, helping each other to acquire language more quickly and effectively.

Obtaining harmonious environment by multimedia teaching as the next merit. In the teaching process, there are four areas which students master, namely: listening, speaking, reading, and writing. Teaching with multimedia creates harmonious environment among those four fields. Moreover, it presents good learning scenario, maximizes practice in four basic skills, and motivates students to take part in class activities. Participating in these activities has an effect on deeper remembering of knowledge presented in an attractive way. According to the author the acquired knowledge in the process is easier to maintain in comparison to traditional teaching (Dong& Li, 2011: 165).

Developing Student’s Communicative Competence is a valuable benefit of using multimedia accompanied English teaching. Traditional teaching does not fully use the student's capacity to understand structure, meaning, and function of the language, therefore, it is difficult to achieve communicative competence by them. However, multimedia gives greater incentives to the students than in the case of traditional learning where the student is a passive recipient of the knowledge, moreover it also helps to integrate teaching and learning. Using multimedia activates student's thinking patterns and motivates their emotions, the classes are no longer monotonous but enjoyable. Using PowerPoint stimulates thinking and comprehension of the target language. The implementation of technological interactivity creates perfect atmosphere, encouraging the students taking part in group

discussions and debates, thus, there is more opportunities for communication among students and between teachers and students. Undoubtedly. Multimedia technology rises positive attitude among students and influences their communication skills in learning the language (Pun, 2013: 31).

Improving Teaching Efficiency is another advantage. Language classrooms carried out with multimedia technology improve teaching contents and class time is used effectively.

Teacher-centered traditional teaching method where the students follow instructions given by the teacher and language learners receive only limited information, does no longer occur. Moreover, as it is very difficult to practice communication in the large classes, the implementation to the curriculum multimedia materializes face-to-face teaching. Multimedia technology does not have the boundaries and creates more real-life environment for English teaching. It spurs student's initiative, uses class time effectively, and provides more information to the students (Pun, 2013: 31).

Wagner at. al (2010) stated that multimedia expands the experiences and the skills of learners through the use of the internet and the availability to gain plenty of information. It gives the students the ability to share their ideas and discuss it with the instructors as well as their colleagues through participation groups. It also engages students to improve communications and reduce shyness between them. Moreover, it encourages students for cooperation and interaction. Through interaction, student can have the opportunity to exchange information and bring new ideas.

Disadvantages of Using Multimedia in Teaching

Application of multimedia technology appears to bring numerous advantages. However, it should not be forgotten that practical teaching and implementation of the interactions can also cause some drawbacks. Below there are the biggest problems listed which may be encountered while introducing and conducting multimedia material.

There is the danger of multimedia dominance in the classroom. Multimedia should be an assisting instrument to achieve desired teaching effect. However, it appears that sometimes teachers are too much dependent on multimedia devices, making them rather their slaves than playing the leading role in teaching. According to Patel (2013: 120), many teachers are proven to be active in multimedia teaching but lack proficiency to handle it confidently. Teachers become passive, and stand by the computer, while students' attention is drawn by the screen, therefore, there is no eye contact between students and teachers. To fully understand Creative Education and application of multimedia it is necessary to comprehend that technological applications serve as an assisting instrument to effective teaching and learning rather than a target, and under no circumstance should not dominate the class.

Time constraints belongs to another possible drawback that may appear in multimedia language teaching. Except for many advantages which multimedia offers, it can be quite laborious for both students and staff to locate information on the Internet. Teachers have to invest their time to try chosen video clips in different settings and ensure that there will not be need to resort to the more conventional alternative option which is CD player. Solving file conflicts is another very problematic field that requires a lot of effort. Even though that this issue could be resolved by simple update on a home computer, in the case of enormous educational institution managed by site administrator it is considerably more complicated. The last

but not least example of the potential time constraint occurs in choosing an appropriate material for the class. Teachers in the research for listening resources have to be especially selective to make the best of their and the students' time, ensuring that the class is not overloaded with electronic information (Chan et al., 2011: 61).

Abstract thinking may be replaced by imaginable thinking. The major objective in teaching is that students adopt understanding that goes from the perceptual stage to the rational. It is desired that perceptual thinking greatly leaps to the rational thinking. Using multimedia in the classroom makes content easier, and the number unique advantages strengthens teaching. However, providing students with images displayed on the screen affects their imagination and causes that their abstract thinking is restricted and logical thinking is no practiced. As in the case of decreasing students' reading abilities as the result of replacing textual words by sound and images, and handwriting which is affected by keyboard input. Again, there is approve that

multimedia should be treated as an assisting tool and it can never replace the crucial role of teacher (Patel, 2013: 120-121).

Barriers to the Use of Multimedia in Teaching English

While multimedia has a lot of advantages, there are some obstacles that prevent teachers to use it in their classrooms.

There are many barriers EFL teachers facing while using multimedia and computer technology in their instruction. I would like to review some of the important barriers toward using multimedia and computer technology in EFL instruction. They are: availability of hardware and software, teachers' lack of knowledge about multimedia, lack of experience, inadequate computer technology support, time factor, teacher attitudes, and lack of

professional development in computer technology integration. A review of these barriers will indicate how they influence the teaching and learning processes and what could be done to urge EFL teachers to use computer technology in their instructions.

1. **Lack of time**

Teachers' inexperience of time management in computer labs causes not to use multimedia and computer technology appropriately in their teaching. The second problem is that it is very difficult to do technical activities in a very short time. These tasks need more time and more tools. The third problem is pertinent to the limitations of computer labs. According to Middleton, Flores, and Knaupp (1997), computers should be placed in classrooms so that students can access to them to use multimedia technologies in meaningful and practical ways.

2. Lack of knowledge

According to Mumtaz (2000), almost all teachers like to use internet and multimedia in their classrooms while teaching EFL/ESL but a lot of them either do not use it frequently or do not know how to appropriately utilize it. Teachers who do not use them frequently should develop and practice the necessary skills of computers. Suitable patterns are needed for infrequent users to perform technology. Lack of multimedia and computer knowledge is a barrier for teachers to use them in their classrooms. Many teachers need two or three years of experience to become smart users of computers in education. If teachers want to be skilled in applying technology in their classes they should have at least five years of experience in using it. Knowledge of teachers is an important factor for their success in the educational career.

3. Lack of experience

Rozell and Gardner (1999) opined that there is a connection between teachers' computer experience and their attitudes. The instructors who have more experience of using multimedia and other related technologies, they will show positive attitudes towards them. This is also stated that teachers with more years of teaching experience are less inclined to use technology in their language classroom instruction. Based on the findings of the above studies, it is concluded that teachers who have enough experiences in teaching their courses with the use of technology will use it into their instruction more than those who lack experience.

4. Inadequate technological support

One of the significant factors that impact the utilization of multimedia tools is the inadequate technological support. A study was done in the U.S. It

indicated that the use of multimedia cannot be made effective without integrating it with computer technology. They are technical support, the lack of practical training, and lack of planning for computer technology integration. Teachers who are using multimedia and computer technologies in their classrooms need sufficient support from computer experts and should learn different software programs. Workshops and electronic message boards are the means that can motivate and support teachers who are using computer technologies (Boutler, 2007; Dupin-Bryant, 2004).

5. Teachers' attitudes

Using multimedia in EFL classrooms and integrating computer in the classes are so complicated that requires a change in the attitudes of teachers. This change is obtained in the long run. A study was conducted by Drent and Meelissen (2008). It was about the factors which restrict the usage of

ICT by teachers. The results indicated that some factors like student–centered teaching, positive attitude towards using multimedia and ICT, and technological experience effect on the application of ICT by teachers.

6. Lack of professional development

Bauer & Kenton (2005), Yang(2008) see that one of the barriers that stop teachers learn how to use multimedia is insufficient teacher training. In a study that was done by Yang (2008), it was exhibited that because of the lack of information technology experts, 46.3% of the 378 teachers stated that they did not have any professional development in computer technology integration. Additionally, (Li &Protacio, 2010; Shi &Bichelmeyer, 2007; Andree, Richardson, & Orphanos, 2009) concurred with the above view contending that the type of training that teachers receive is also very important. In order to have a change in teachers' teaching methods,

professional development must be content-focused and collaborative and this will certainly lead to students' learning.

Motivation

Motivation plays an important role within the learning process and its existence is essential in order to succeed in learning. Motivation is determined by a mix of learners' beliefs and perceptions regarding their learning processes, teachers' behavior, educational demands, design of the learning material and classroom practices.

Alexandra, Hanna, Sommer, & Svensson (2019) saw that, learning the English language is an inspiration when the learning process is motivated by new media tools like English learning software or online materials. Learners' daily lives become increasingly involved in digital engagement with English, and these interactions likely influence motivation. Smith (2019), asserted that students become motivated when learning of L2 incorporates new media tools. Likewise, learners are motivated at the

tertiary level by evolving themselves in the virtual environment (Hasan & Ibrahim, 2017; Hasan, Hossain, Bhuiyan, & Mahmud, 2016).

Worley (2011) expressed that lecturers and directors face challenges in designing and teaching their learners. The rationale behind facing the challenges is that the learners of the current age area «Net Generation (Net Gen)" or "Digital natives" and their cognitive developmentis much different from their former generation (Evans, 1995). English learning software in Google playstore, Google, Google related link and search engine, Wiki, Blog, YouTube, Social media, English songs, movies and documentaries are the enormous sources of English language learning process that is followed in most of the countries of the world.

Multimedia products prove a useful tool in this area, as these products can give immediate and focused feedback (Sherman and Kurshan, 2005). In addition, many studies have shown that working with multimedia at school increases students' motivation. Moreover, multimedia products can challenge learners and evoke their curiosity and mental images and models. Therefore, motivation is often high in learning activities with multimedia.

Nevertheless, multimedia is not a panacea and as every learning tool it won't reach all students at the same time.

Multimedia Enhancing Motivation

The pedagogic and innovative new multimedia tools help learn English with full entertainment (Kayaoglu, Akbas, & Ozturk, 2011). Presentations through multimedia ensure learners' autonomy and provoke motivation among the learners while learning English outside the classroom (Kilickaya & Karjka, 2010). Using animated cartoons is the most effective learning method for young L2 learners (ArÕkana & Tara, 2010). If teachers contextualize the cartoons and multimedia equipment, incorporate PowerPoint presentations with learners' diverse learning styles, such as visual, auditory, kinaesthetic, and creativity by employing multimedia tools and methods, such as sounds, images, color, action, design, are preferred by the learners. Learners focused a positive attitude towards the usage of PowerPoint presentations (Oommen, 2012).

Lai, Tsai and Yu (2011) invented that PowerPoint presentation facilitates learning and draws the learners' attention along with specific needs on study materials. They used three points for effective learning for L2 learners

when they learn using PowerPoints. First, written and pictorial presentations of English words boost up learners, and this reinforces learning. Second, learners can comprehend learning content very quickly. They also noted that students prefer that their teacher organize visual elements such as pictures or animated pictures, graphics, clip-charts, pie-charts, barcharts, or tables in their PowerPoint presentations. Song (2013) explained that PowerPoint presentation creates a positive approach and attitude among L2 learners. By the projection of PowerPoint presentation, learners can become motivated to the second language learning classroom if it is logistically equipped with multimedia.

Learner Motivation Through Facebooking

Facebook is used as a motivational tool for English language learners (Khusnita, 2017). The findings of Soomro and Farooq (2018) pointed out that social media instruments like Facebook, Twitter and WhatsApp incarnate a vital role in the learner's motivation while they are learning English language

skills. Vurdien and Puranen (2018) also stated that L2 learners motivated themselves through telecollaboration of social media tools; those are above cited, and as the sequence, L2 learners of the English language may feel free in possible learning. Al-Jarf and Bockarova (2018) mentioned that L2 learners of other languages might improve their writing by doing Facebooking what's going on in his or her mind. Besides, learners up to higher secondary level, consciously or unconsciously, use Facebook for a particular time in communicating and learning English (Hasan & Labonya, 2016). Furthermore, the finding of Lee, Yu and Liu (2018) exhibited that the L2 learners are mostly inspired and motivated to write in social media like Being, Twitter, Facebook, Messenger, Google+ and other new apps of Google play store. Their approximate result highlighted that Hong Kong students are inspired to use social media to accelerate their writing skills. In another sense, applied research done by McCall (2017) projected that micro-blogs on Facebook motivate students.

Motivation Through Smartphones

The young generation of learners regularly uses a smartphone for academic and non-academic communication purposes. This new media tool can

motivate L2 learners as they spend more time using this device. The result of Sarhandi, Bajnaid and Elyas (2017) stated that smartphone enables L2 learners with multi-level-task and activities, feedback receiving and providing process, sharing and exchanging views, interactivity and motivating learners to learn a lot more about English. Similarly, Freiermuth (2017) revealed that a smartphone GPS treasure-hunting game in a flipped English classhelped the learners communicate and learn with confidence and higher motivation. Conjointly Wang's (2017) study exposed mobile apps for vocabulary learning-driven learners to practice and learn new vocabularies to improve their English language proficiency. The investigator suggested that lecturers empower learners to use the smartphone for learning English language skills and motivate them not to waste time playing games most of the time. In line with the studies mentioned above, Tsai, Cheng, Yeh, and Lin (2017) portrayed that L2 learners are more gratified and motivated while learning through mobile game-based English language learning system. Moreover, Weinberg (2017) pointed out that if the new media tools are not

appropriately incorporated, it may leave negative washback instead of helping students learn English language skills.

Blogging for Interaction and Motivation

Blogs are thought to be one of the widely used web tools in learning English language skills. Alsubaie and Madini (2018) stated that learners would be able to ensure self-learning when they will write up in the blog or in the web page. The problem-solving activities energize them, and they open the problem box by solving the blog matters with peer interaction and motivation. This is possible through the use of new media tools like blogs and wiki in the absence of their teacher. Besides, the result of Hamuddin and Muzdalifah (2018) summed up that learners will be free from many other barriers when they are engaged in the blog writing task in learning English. Performance on blogs may be used to complement the jigsaw task classroom learning to gear up learner's confidence, creativity and participation, maximize progress, and create a platform where learners can learn collaboratively (de Andrés Martínez, 2012). By blogging, learners can improve their ability to express interactions and reactions over there, and they can also evaluate and, more importantly, develop language skills (Trajtemberg & Yiakoumetti, 2011). That is why blogging may be used

exponentially in motivating learners to learn L2 skills. Nonetheless, it is advised that teachers remain very cautious and selective in operating blog content and activities.

English songs with subtitles are a massive source of motivation in learning L2 skills. It sounds positive for learners because they enjoy the whole learning process through smooth enjoyment; it is also called suggestopedia in L2 learning. It is very badly in need of the teacher to use appropriate songs for the specific learners and the teacher can choose songs from learners' favorite list. Investigating research among intermediate-level learners, Farmand and Pourgharib (2013) divided the participants into two groups; one group listened to songs with subtitles and another group without subtitles. After the experiment, the reflection showed that the group that listened to songs with subtitles has improved pronunciation and oral production. Therefore, using songs with subtitles improves learners' articulation, listening skills, pronunciation and verbal communication skills. Even when

learners sing English songs after listening to the projector and sound system, they can utter accurately specific English words of the selected songs (Farmand & Pourgharib, 2013).

Motivation Through Google Docs

In the context of online collaborative learners who worked with the support of Google documents and online medium for formal or informal, academic or nonacademic communication were found positive towards learning the English language online. In this method of learning, learners did peer reviewing and peer correction activities using Web 2.0 applications. The collaborative group is motivated to learn L2 skills using Google documents (Liu & Lan, 2016). Another recent study published by Pitura and Monika (2018) pointed that when a teacher encouraged learners to complete some tasks on language by using Google Hangouts or Skype, they were found motivated in the tasks and performed better.

YouTube Videos Arouse Motivation

In most cases, using YouTube videos in the L2 learning process will be the most effective and long-lasting learning. The reasons are based on Krashen's (1982) affective filter hypothesis and input hypothesis. Krashen (1985) mentioned that teachers have an obligation to use comprehensible

language input which will lower learners' affective filter while learning L2 or following Stephen Krashen's habit formation theory, Dog's theory or Rat's theory in L2 learning English.

Comprehensible language input lowers affective filter and learners become motivated to learn L2. The previous studies (Brook, 2011; Metekohy, 2010) support the use of YouTube videos in L2 learning also help improve motivation in the learning process. It is further said that the inattentive, the weaker and shy learners feel attracted and motivated to interact and learn when audio-visual language aids or contents are introduced in the classroom (June, Yaacob & Kheng, 2014). Thus, it is understood that the previous studies were conducted in a different context on different issues. The researchers have ignored the issue of learner motivation by using new media tools. Therefore, this study attempted to investigate the effects of new media usage on learning motivation at the tertiary level in Bangladesh.

Learning motivation

Block et al. (2013) mentioned that the beginning and bottleneck stages of learning could be guided by extrinsic motivation. Once it became autonomous, extrinsic incentives would be unnecessary, but turned to autonomous learning. Both intrinsic and extrinsic motivation would complement one another. On the other hand, learning also requires some driving force and extrinsic motivation as it is common to learn for parent expectation, added objectives, and acquisition of some incentives. Learning motivation is a mediator between stimulation and reaction. In other words, learning motivation is a learner's individual opinions about affairs, and learners would present different knowledge acquisition needs because of distinct opinions.

Karim (2012) regarded learning motivation as the inherent belief to guide individual learning goal, induce learning behaviors to make continuous efforts, reinforce cognition history, and strengthen and improve the learning outcome.

Gruzd et al. (2012) argued that students would expect to receive incentives from others for the behaviors; in this case, learning was purposive, but could possibly be transformed from extrinsic into intrinsic motivation. Although students might not be autonomous, the acquisition of some achievement motivation or the transformation into the needs for self-growth in the learning process would be a good motivation internalization process. Ones with intrinsic learning motivation did not need incentives, could independently make decisions, and acquired fun and sense of achievement in the process.

Extrinsic motivation, on the other hand, was the learning motivation induced by others' rewards or punishment and identity to certain behavioral value. Intrinsic motivation might be more autonomous and persistent with high

value, but environmental factors could also influence motivation that incentives and external support were necessary (Im et al., 2011).

Koff & Mullis (2011) regarded learning motivation as student intention or desire to participate in and make efforts on learning, which was performed on student choice of specific learning activity and the efforts on such activity. Learning motivation therefore is defined, in this study, as guiding students' continued learning and efforts on the learning goal set by teachers in the learning process.

Chou et al. (2012) also proved that students preferred independently solving problems on certain work (the behaviors were driven by intrinsic motivation), but would be helped by teachers to solve some learning problems (the behaviors are promoted by external stimulation). In learning, students' intrinsic interests and teachers' or parents' extrinsic rewards could be cooperated to form the learning motivation. According to above

research, intrinsic motivation and extrinsic motivation are used as the measure dimensions of learning motivation in this study.

Motivation and The ARCS Model

To Many studies of human learning have shown that motivation is a key learning (Crookes & Schmidt, 1991). Psychologists also consider motivation as one of the major determinants of academic achievement and work productivity (Keller, 1987a). Motivation is the most frequently used explanation for successor failure in completing any complex task and has been considered a pivotal concept in most theories of learning. Researchers have indicated that it is very important to examine the individual differences in student motivation in order to describe and understand the connection

between students' personal characteristics and academic achievement (Pintrich & De Groot, 1990; Snow, 1990).

Maslow (1970) clearly indicated that intrinsic motivation is superior to extrinsic motivation according to his hierarchy of human needs. Crookes and Schmidt (1991) and Brown (1990) also indicated that more and more research findings strongly favored intrinsic motivation. How the teacher or instructional designer can motivate non-intrinsically motivated learners and help them learn better is an issue to be resolved.

Keller (1979) believed that external conditions could be successfully constructed to facilitate and increase learner motivation. Based on this notion, Keller (1984, 1987a) integrated several learning theories and developed the ARCS (Attention, Relevance, Confidence, and Satisfaction) model. Attention refers to the extent to which learners' curiosity is roused and sustained over time. Relevance refers to learners' perception that the instruction is related to personal needs or goals. Confidence describes learners' perceived likelihood of achieving success through personal

control. Satisfaction refers to the combination of extrinsic rewards and intrinsic motivation and the consistency of expectations with outcomes (Keller, 1983; Keller, 1987a).

The present study focuses on relevance, the second element of the ARCS motivational model. The general motivational condition related to relevance is that personal motivation will increase with an increase in the perceived likelihood that a task will satisfy a basic need, motive, or value (Keller, 1983).

Research has indicated that learners' sense of relevance increases their use of cognitive strategies that improve learning on a variety of achievement measures (McKeachie, Pintrich, & Lin, 1985; Pintrich, 1989); relevance enhances meaningfulness and academic performance (Means, Jonassen, & Dwyer, 1997); and relevant phenomena better fulfill personal needs or goals, thus enhancing effort and subsequently performance (Means, Jonassen, & Dwyer, 1997).

Herndon's (1987) study showed that students are more motivated and perform better on achievement assessments when they are given instruction that is relevant to them. Students are more likely to learn while the content of the instruction is perceived to be helpful to accomplish an important goal (Dweck & Elliott, 1983; Schunk, 1989).

Keller and Kopp (1987) argued that embedding relevance strategies can improve motivation and performance .Nwagbara (1993) reported positive findings about building a relevance component in instructional material to improve learners' motivation.

Collaborative Interactions Around Computers

Brown et al. (1989) state that learning occurs through cooperative action and that cognitive concept is progressively developed through action. According to Bruner (1985), learners' potential for learning is revealed by

studying with others. Additionally, the development of interaction between learners is highly influenced by the type of multimedia material used during interaction. When using trial-and-error software, i.e. with large number of choices available, pupils tend to adopt a risk taking behavior. In an investigation by Littleton (1999), pupils did not reflect on their current situation and their forthcoming activities. They only focused on carrying out the work as fast as possible and obtaining good marks.

What is TELL?

"(TELL) or Technology enhanced language learning deals with the impact of technology on teaching and learning a second language" (Patel, 2014,

Technology-enhanced language learning (TELL)). Technology should be part of classroom utility as like other teaching tools or aids. It can be essential combination with other teaching resources. The purpose of using technology should be "assist and enhance language learning".

Recently, teachers are integrating different varieties of technology to assist their teaching, involve students in "learning process, provide authentic examples of the target culture, and connect their classrooms". Some technology tools permit teachers to make a distinction in teaching and classroom activities and also homework or assignments.

In addition, technology has importance as a tool to support teachers of foreign languages in facilitating language learning for their students. Technology can play an important role in assisting and improving language learning, the efficiency of any technological tool depends on the knowledge and expertise of the qualified language teacher who runs the classes.

Technology-enhanced language learning (TELL) suggests "to the use of the computer as a technological innovation to display multimedia as a

means of complementing a teaching method language teacher. TELL is not a teaching method but rather an approach that can be used alongside a teaching method to help teach". (Patel, 2014, Technology-enhanced language learning).

According to Jonassen et al. (1999), teachers need to seek ways of using technology as a learning tool for their students even if they do not master the technology and cannot act as an expert. Although technology is usually viewed as a delivery and instructional tool, many instructors struggle to support their students to learn form, and about technology, but ignore the most important aspect -- learning with technology. Students learn meaningfully when they learn with computers, and not just about or from computers (Jonassen, 2000). When students learn with computers,

technology is viewed as a resource to help them develop, among other things, higher order thinking, creativity, and research skills (as cited in Raihan & Lock, 2012, p. 25-26). Moreover the use of technology "in second- and foreign-language teaching is characterized by the use of multimedia and the Internet." (Patel, 2014, Literature Review).

Learners' Role – Teachers' Role

Research shows that in general pupils seem to appreciate and to be very motivated when working with educational multimedia. Even when pupils evaluated some multimedia software as quite bad, they liked working on the programs. According to many pupils, learning with multimedia applications means learning on one's own, with far more freedom to decide what to do (compared with traditional lessons) and being able to learn at one's own pace.

Pupils in many studies report that the role of the teacher is changing when using educational multimedia in classrooms: pupils appreciated working

with teachers who can help them individually, support them in their learning and working strategies. Pupils perceived that the learning situation with computers differed from the traditional one: the relationship between pupils and teachers is less hierarchical and much more relaxed and the centre of activities is on their own learning (van den Brink et al., 2000).

Working with multimedia, pupils often show extrinsic as well as intrinsic motivation. Extrinsic motivation is due to their need to know the content to be learnt for exams or presentations; intrinsic motivation is due to their joy when working on multimedia applications – often, students want to continue working without a break or to take the program home in order to continue learning. Many pupils report better concentration and attention in multimedia classes than in classes without educational multimedia. Some pupils reported

to be motivated to start with other related topics, which are not needed for school but which they found very interesting (van den Brink et al. 2000).

Collaborative Learning With Multimedia Materials

The computer can support different forms of collaborative interaction depending on what form of collaborative activity is wished. When trying to solve a problem while participating in computer-based group work, the focus should be on a clear task structure and the provision of feedback on solutions made within the group (Howe and Tolmie, 1999, van den Brink et al., 2000). Multimedia offers unique opportunities for the production and representation of shared classroom experience.

'Computer technology will never replace communication between learners; rather it holds the potential to resource their collaborative endeavor in new and exciting ways' (Littleton, 1999, p. 193).

Multimedia material supports pupils' involvement in conversations with partners with whom they can exchange ideas and articulate general conceptual issues about the presented subject. 'The interactive character of modern technology can support reasoning by amplifying the nature and boundaries of scientific models of objects and events. But the full realization of the potentials of such experiences will still rely on pupils' access to conversation partners who carry on discussions in which these models and concepts are validated. The creation of knowledge is essentially a matter of learning to argue, and no technology will ever replace the need for learners to participate in ongoing conversations with partners sharing interests and commitments. Technology should not be seen as replacing such communication but rather as providing a resource for supporting it' (Säljö, 1999).

In accordance to socio-cultural theories, learners need support from responsive and more competent others to think through the many problems to achieve progress (see also the results in van den Brink et al., 2000). In this sense, cognitive development increases largely because the child gets hints, prompts and assistance from others (i.e. school teachers and classmates) when he/she needs it and can also benefit from social interactions. Teachers can support students' interactions around digital technologies in different ways (van den Brink et al., 2000). They can encourage and enable learners to practice critical thinking in the classroom by having an exploratory talk (discourse talk). The teacher can act as a model – a discourse guide – 'a crucial mentor for pupils' initiation into culturally based discourse practices' (Littleton, 1999, p. 191). According to Watson (1997), it is very difficult for teachers to build up a culture of collaboration in the classroom. This demands a working partnership

between teachers and learners. Furthermore, from teachers it requests a deep trust in the creative competencies of children and young people.

Authentic Multimedia and Innovative Instructional Strategies in EFL Classrooms

According to Razmia ,M. ,Pourat , and Nozad ,S.,(2014),the use of authentic multimedia in language classrooms has some benefits because it can provide language learners with genuine and self-motivated learning environment. Using authentic multimedia in language learning can also cultivate learner motivation and autonomy as well as learning interests.

Marzban, (2011) finding was supported by Mayer , R., and Moreno (1998) whose study focused on multimedia usability and the role of multimedia annotations in EFL reading comprehension .Their findings showed that by the use of multimedia-related classroom techniques students could develop better oral skills and this technique could be regarded as an important tool in foreign language learning and teaching. Studies have also reported the benefits of a mixture of audio, picture, and video language learning in comparison to text only materials in offering new knowledge. In terms of the modality principle, audio or video language learning materials simultaneously require both the visual working memory and auditory working memory, while text only language learning materials contain only the visual working memory.

Additionally, Marzban , (2011) claimed that multimedia language learning resources can be utilized as the supplement and improvement of traditional English language learning and teaching since they offer genuine aural and visual English learning resources that can be motivating and engaging. These appealing features can help language learners study with the multimodal learning materials enthusiastically. Integrating multimodal language learning contents such as text, images, audios, or videos can

trigger language learners' curiosity and increase participation in classroom learning activities. Classroom instructional practice using multimedia can create genuine environment for language learning through simulations, role plays, or class discussion.

Also Hwang, W,Y ,et al (2016) documented that multimedia technology can be an outstanding channel for maximizing learners' language output. A related study conducted by Yi , L .X ,(2012) , which revealed that Learners can acquire auditory and visual stimulation, which can activate their language input into the level of long-term knowledge and can also provide learners with enhanced possibilities of accomplishing integrated English four language skills.

Learning By Social Interaction in Web 2.0

The term Web 2.0 is used in connection with interactive and collaborative applications of the World Wide Web. Easy-to-handle applications enable Web 2.0 users to create, edit and distribute content within a virtual community. Web 2.0 applications include wikis, blogs, social networking sites and podcasts.

Solomon and Schrumm (2010) present, among other things, a number of crucial aspects when working with Web 2.0 applications:

Communication. Students can post and share their work and get feedback from a global audience or a selected group of users. Communication with a real audience motivates students to work harder on their projects.

Collaboration. With the help of different applications, students can work together on the same website, provide feedback to each other, discuss concepts and project stages, share research, etc. (see Chapter 5). Peer editing becomes another important dimension of realtime collaboration.

Connectedness. According to Stephen Downes, 'knowledge is distributed across a network of connections and therefore learning consists of the ability to construct and traverse those networks. Knowledge, therefore, is not acquired, as though it were a thing. It is not transmitted, as though it were some type of communication.'

Learner communities. Social networks can be used within the classroom. Schools can create learning communities around specific topics in order to give students the opportunity to deepen their knowledge and expertise through ongoing communication.

Contextualization. In order to construct new knowledge, students need to integrate new information or experiences or practices into the framework of already existing and connected knowledge. Using the web for this reason seems to support the view that new and existing knowledge are extremely connected with each other and knowledge in one subject (literature) can be easily used in another one (history).

In order to establish collaboration not only as a pedagogical method or a strategy but as a culture of living together and a certain state of mind, we need to look at what makes cooperative learning work.

According to many authors (see for example Slavin, 2010), learning in groups collaboratively almost always improves affective outcomes – students love to work together, they make friends, they become more tolerant. When it comes to achievement, the organization of collaborative learning seems to be very important. Research has shown that two aspects are crucial: group goals and individual accountability (Slavin, 2010, Webb, 2008). It seems that group members need to achieve common goals or to earn rewards or recognition and that group success should depend on individual learning processes of each group member. If the group task is a

certain learning outcome of each student, so every group member should be interested in spending time and effort to explain the concepts to be learned to other group members in order to be sure that everybody understands them. According to Webb (2008), students who give and receive elaborated explanations are the ones who profit most from collaborative learning environments. It seems that these two aspects (group goals and individual accountability) motivate students to find explanations and to take seriously the learning needs of themselves and other students. Furthermore, in this research, giving and

receiving answers without elaborated explanations correlates negatively with understanding.

Slavin (2010) states that cooperative learning generally works equally well for all types of students, even for high achievers, due to the fact that giving elaborated explanations to others leads to asking more questions and to deepening the existing knowledge base.

Slavin (1995) summarizes effective cooperative learning in the following way: group goals which are based on learning processes of all group members leads to social cohesion. These processes should establish different forms of motivation such as the motivation to learn, to encourage groupmates to learn and to help groupmates to learn. These motivational aspects lead to elaborated explanations (peer tutoring), to peer modeling, cognitive elaboration, peer practice, and peer assessment and correction, which finally enhances learning of all group members.

Research shows that even if teachers use more and more collaborative learning, it seems that these practices are used in an informal way and not within the framework of common goals and individual accountability

(Slavin, 2010). Teachers need trainings and follow-up support for different methods of collaborative learning.

The human brain seems to be primed for learning in social interaction (Hinton and Fischer, 2010). Our proper experiences and research have shown that the human brain is tuned to experience the experiences of others by empathy. When we are deeply engaged in the observation of others – for instance, during a football match or a romantic movie – the so called mirror-neurons simulate the experiences of others. These special neurons are

thought to be crucial when it comes to build up relations and when people learn in a social situation. These research findings – our relatedness to others and learning from others – propose that positive relationships facilitate learning; therefore learning should be community-oriented (look for more explanations on Google: mirror neurons video).

Web 2.0 Tools for The Classroom:

Blogs

A blog (the combination of the words web and log) is a kind of website, where the blogger (the person or the persons who created the blog) publishes regularly short texts of just a few paragraphs (and additionally other data). This can be a personal journal or a site focused on a certain topic. In most cases, blogs are public and readers are welcome to post comments there. Blogs are based on an easy-to-use online application or a hosting platform.

Due to the predominant use of short texts, blogs can be used as an effective medium to develop writing competencies. The potential audience – teachers, classmates, friends, random visitors – seems to be a stronger

motivating factor than in the case of writing only for one teacher. These public characteristics of blogs force students to think carefully about what they are going to write, to reflect deeply on the content and their way of communicating their ideas. Short texts oblige the authors to express their ideas clearly and concisely. Well-chosen images or other media can enhance posts. Students can interact with each other as peer reviewers.

Blogs can also be used as sources of information. However, before using a blog as information resource, it is necessary to evaluate its validity and reliability. This can be a good exercise for students: they need to find out whether they can trust information sources and evaluate them as valid and reliable. Common techniques are finding out as much as possible about the blogger, his/her reputation, expertise in the field, etc. This can lead students to critical thinking and reflection.

Many other educational uses are possible. For more detailed information see Solomon and Schrumm (2010) and Richardson (2010).

Solomon and Schrumm (2010) provide some rules for blog commenting and assessing. When it comes to commenting, one must read the blog carefully, consider its strengths and weaknesses, provide specific (positive or negative) feedback.

With blog assessment, one should raise the following questions:

• How well did the student address the curricular topic and/or discussion theme?

• How well-reasoned was the logic of what the student wrote?

• Was the writing of high quality? • How well did the student communicate his/her ideas?

• To what extent did the blog generate real discussion? Blogging tools: blogger.com; antville.com; wordpress.com; bloglines.com; blogspot.com; coveritlive.com; livejournal.com.

History of Audiobooks

Audiobooks were previously referred to under the term "talking book". Talking books were first presented around the 1931s and they were implemented by the American government to be used as "Books for the Adult Blind Project" introduced for free to help the blind readers. The term "audiobook" appeared in 1970s with the demand of audiocassettes (Rubery, 2011). Audiobooks went through several developments. The first recordings of the talking books appeared in 1934 and involved sonnets by Shakespeare and short stories by Hasty and they were followed by a recording called Learning Ally which Macdonald founded in 1948. Several companies were established in 1952 with the purpose of making and selling spoken recordings which were in the form of poems, plays and short texts. Other companies such as Listening Library were founded in 1955 in order to distribute children's spoken recordings to libraries and schools. Cassette tapes were invented in 1963 and a wide spread in making them occurred since 1970s and they were followed by technological innovations such as videos. CDs replaced cassette tapes and they were widely used from 2003. The advent of the Internet helped in the prevalence of the downloads of audiobooks from 1990 and they became available to be easily downloaded at any time (Rubery, 2011). Audiobooks are recently considered as a dominant literacy tool and as one of the most essential resources in the FL learning process because they might help construct language skills among learners (Serafini, 2004). They have been regarded as a scaffold tool used for enhancing literacy among users (Blum, Koskinen, Tennant, Parker, Straub, & Curry, 1995; Jacobs, 2006; Hett, 2012). The use of audiobooks

has spread since they were implemented in classrooms to develop reading comprehension among kids and struggling readers (Koskinen, Blum, Bisson, Philips, Creamer, & Baker, 2000; Harris, 2001; O'Day, 2002; Stone-Harris, 2008). They have been widely used in all stages of education (Beers, 1998; Wolfson, 2008). Most previous studies on using audiobooks were carried out on young learners (Kartal & Şimşek, 2011). Previous studies on using audiobooks with university students primarily focused on their effects on their reading comprehension and learning of vocabulary (Marchionda, 2001; Woodal, 2010; Thooft, 2011).

The Application of Multimedia in The Classroom Teaching

Nowadays, technology offers big range of different tools that teachers can employ in the foreign language classroom to enhance students' acquisition and improve concentration. Interactive White Boards are widespread and almost all of the schools equip the language classroom with them. It is a precious source for the teachers that enable multimedia application in the teaching. Power Point presentations is another tool that stimulates thinking and it is very often used in the language classroom.

Interactive White Board

The IWB offers multiple opportunities in foreign language teaching, and it provides exciting ways of acquiring the knowledge that go beyond the possibilities of traditional chalkboards. The Interactive White Board consists of the combination of plain whiteboard, chalkboard, video, television, overhead projector, CD player and classroom computer. It is a big, touch-sensitive board which is connected to a digital projector and a computer, therefore, enabling transmitting the contains from the computer and displaying it by the projector on the board. The user can

control the board, either by touching it directly or with a specially intended pen (Dudney 2007: 39).

The Interactive White Board Can Be Applied in a Laboratory CLass For Language Learning for The Following Purposes:

1. using resources from the websites in whole-class teaching
2.showing video clips to help students get a better understanding of a certain concept, demonstrating a piece of software packages,
3.making presentations by students and showing the results of their work,
4.creating digital flipcharts,
5.manipulating text,
6.practicing handwriting,
7.saving notes for the future use,
8.revising material (Dudney 2007: 39).

Thus, the IWB serves as the tool enabling the access to and use of digital resources, it is suppose to benefit the whole class while the teacher remain the guide and monitors the learning (Hall and Higgins 2005: 104).

The IWB also enables the access to the internet where it is possible for the teachers to find plenty of educational websites, video and audio clips, photos and materials to enrich the language teaching. There are also available educational software packages for the IWB that offer interactive and electronic texts and games. They are specifically designed for teaching curricular content and can be purchased for classroom use. Moreover, the IWB is the mean that enables showing information in multimedia format, and it is possible to save student's work on the computer which can be displayed later on the board. It still has the features of a traditional chalkboard, teachers can write and erase what they wrote as it has been done in such way for years. Using the

IWB in the classroom brings a lot of advantages for both students and teachers. The big benefit can be seen in maximizing time for language learning, as the materials are stored and can be reused again and again, teachers no longer need to spend so much time on planning and developing resources. Posters, flashcards, CD players, and sometimes even textbooks can be substituted by suitable images and texts chosen by instructors, and can be easily stored for future reference. Relevant quality of the IWB is that multimedia enables teachers to have the access to materials and prepared lessons quickly and efficiently from a vast range of resources. Its multisensory feature enables moving between visual and oral input easily, thus supporting language practice. The another quality which engages and holds student's attention

is that software designed specifically for the IWB contains interactive texts, and activities with colourful graphics and sound effects.

All these benefits from using the IWB in the classroom are especially useful for young learners, as they are best to learn through the senses such as: hearing, seeing, touching, as well as through the verbal interaction (Dudney 2007: 39).

Young learners find very attractive and appealing the characteristic elements of the IWB:

- visual elements as colour and movement,
- auditory elements as music, voce, and sound effects,
- tactile elements (Dudney 2007: 39).

Children are willing to watch stories that unfold on the screen and simultaneously listen to them in the foreign language. It supports their visualizing process and encourages them to actively participate in action songs. The possibility of physically touching and moving objects on the

screen, playing interactive games, working with written text in English absorb them and raise their motivation which in result reinforce the development of their linguistic competence (Yvette et al., 2010:615).

PowerPoint Presentations

PowerPoint is the tool commonly known and used nowadays. Its popularity is growing as it is perceived that it influences teaching and learning significantly. Power Point incorporates animation, graphic, colour, and imaginary. It is possible to employ a variety of computer applications and methodologies. The findings show that presenting materials on a computer raise the attention what affects learning results. PowerPoint also improves four skills in language learning, namely: listening, speaking, reading, and writing. This tool stimulates imaginary,

contributes to understanding, and improves short and long-term memory. There is better information retention when pictures and texts are presented together. It is proved that colour is a memory stimulus, and is encoded as a verbal representation that improves language learning. The colours in many cases can be the indicator in responding to teachers' messages. However, their choice has to be carefully thought through and the teachers should keep colour selections simple and restrained as the inappropriate colours can undermine subject and cause distraction of the students (Rajabi, Saeed, 2012: 1136).

PowerPoint is the program that enables interactivity, and it is possible to create wide range of activities, starting from treasure hunts to interactive quizzes and even to game-showtype games. In contrast to paper-and-pencil activities, quizzes, games, and activities created in PowerPoint can be additionally enhanced by the use of visuals, graphics, and sound

clips. It is essential that interactivity is used in the thoughtful way and fulfills the purpose of supporting instruction (Bozarth 2008: 167).

Hyper-linking are a very useful while enhancing multimedia, they can be used in PowerPoint presentations for instance. Hyperlinks can appear in the form of underlined text, an image, an object or a chart. When you click on a given item, they can either show different slide in the presentation, open a document or file, or direct the user to a web page on the internet company internet (http://www.teach-ict.com/index.html).

Hypertext is the link directed from the textual items, it is mostly indicated by key words which are underlined and have a blue colour. Hypermedia refers to the similar links to the hypertexts, however, instead of linking text or set of the words to the texts, involves linking diverse media such as images, sound, animation and video. It is only possible for hypermedia

to use two types of media, either text plus sound or text plus photographs (Bahadorfar 2013: 249). Hyperwords is the term used for interactive text,

however, hyper-links describes the words that are linked to target destinations. Through simple set of commands hyperwords enable interaction with other programs such as dictionaries, e-mails, on-line translators (https://en.wikipedia.org/wiki/Hyperwords).

There Are a Few Ways of Creating Hyperlinks, it Can Be Done Via:

1. A text link
2. An action button
3. An object, like a shape or photo, given an action setting

4. A "hotspot," an invisible action button placed over part of a slide or larger image (Bozarth 2008: 167).

PowerPoint is a powerful tool that enables creative designing. It is possible to turn plain-vanilla paper-style quizzes to more meaningful learning activities, resulting in the feeling of closer connection between the content and application by learners (Bozarth 2008: 174).

Interactive Whiteboard

An interactive whiteboard is an instructional tool that is connected to a computer and a projector and enables the transfer of images from computer to the board. Thus, the instructor can control the related items directly on the screen with a pen or finger. The lecturer can perform various actions with interactive whiteboards such as dragging, clicking, pasting and copying items; taking handwrite notes, transforming them into texts and highlighting those texts; adding annotations, notes and drawings and saving them to be printed out and shared; showing picture

animations and educational videos to the whole class; saving and recalling current and previous screens, revisiting, reviewing and amending when required; using contents available on a website.

Many teachers regard interactive whiteboards as valuable teaching tools (Warwick & Kershner, 2008). Interactive whiteboards enable teachers to design and organize activities and lessons using a broad variety of multimodal resources and to engage students' cognitive and innovative potentials into the learning process (Littleton, Twiner, & Gillen, 2010). In addition, interactive whiteboards can be used to deliver the instructions to the students effectively (DeSantis, 2012). As powerful technological devices, interactive whiteboards have the potential to "help teachers convert the ordinary classroom conditions into a student-

centered collective environment" (Somyurek, Atasoy & Ozdemir, 2009). The use of interactive whiteboards in classrooms contributes to the learning process through increasing the teachers' proficiency level, facilitating studentcentered instructional performances and changing many experienced teachers' attitudes toward technology (Huber, 2010). Teachers can procure vast digital educational materials through instant access to the Internet and present them to students via interactive whiteboards.

Video And Multimedia Learning

Several theories of learning have examined the dual coding of verbal communication, including visual, auditory, or articulatory codes, and nonverbal communication, which may include shapes, sounds, kinesthetic actions, and emotions. The theories have been linked to multimedia and the research has tested various classroom applications. This section briefly summarizes pertinent findings for the use of videos.

Multimedia learning theory. Over the past decade a corpus of studies has accumulated that investigates the effects of multimedia strategies on learning. Multimedia typically refers to the presentation of material in two forms: auditory/verbal and visual/pictorial (Mayer, 2001). The strategies have included PowerPoint® (Mayer & Johnson, 2008), games (Moreno & Mayer, 2004, 2005), and computer-assisted video learning (Gay, 1986) in a variety of content areas, in addition to auditory and video media.

Mayer's (2001) cognitive theory of learning is activated through five steps: (a) selecting relevant words for processing in verbal working memory, (b) selecting relevant images for processing in visual working memory, (c) organizing selected words into a verbal mental model, (d) organizing selected images into a visual mental model, and (e)

integrating verbal and visual representations as well as prior knowledge‖ (p. 54). His theory represents an amalgam of Sweller's (1999; Chandler & Sweller, 1991) cognitive load theory, Baddeley's (1999) working memory model, and Paivio's (1986; Clark & Paivio, 1991) dualcoding theory.

The results of Mayer's research indicate that the contiguous presentation of verbal and visual material as in videos with integrated dialogue or narration is most effective for novices and visual learners. That is, the use of meaningful video clips in teaching may be most appropriate for introductory courses, introducing complex topics in any course, lower achieving students, and visual/spatial learners. Certainly, all other topics and students may benefit as well.

Why Use Videos in Teaching?

When you watch a movie or TV program, superficial and even deep feelings and emotions are elicited, such as excitement, anger, laughter, relaxation, love, whimsy, or even boredom. These emotions are often triggered or heightened by the mood created by specific visual scenes, the actors, and/or the background music. A video can have a strong effect on your mind and senses. It is so powerful that you may download it off the Internet or order the DVD from Amazon along with the CD soundtrack so you can relive the entire experience over and over again. This attraction to videos extends to movies, TV programs, commercials, and music videos. So how can faculty in all courses use video clips as an instructional tool so their students can experience the powerful cognitive and emotional impact they can provide? Quite possibly those students eventually may want DVDs of their classes.

What is The Learning Value of Video Clips in The Classroom?

Here are 20 potential outcomes to ponder:

1. Grab students' attention;
2. Focus students' concentration;
3. Generate interest in class;
4. Create a sense of anticipation;
5. Energize or relax students for learning exercise;
6. Draw on students' imagination;
7. Improve attitudes toward content and learning;
8. Build a connection with other students and instructor;
9. Increase memory of content;
10. Increase understanding;
11. Foster creativity;
12. Stimulate the flow of ideas;
13. Foster deeper learning;
14. Provide an opportunity for freedom of expression;
15. Serve as a vehicle for collaboration;
16. Inspire and motivate students;
17. Make learning fun;
18. Set an appropriate mood or tone;
19. Decrease anxiety and tension on scary topics;and
20. Create memorable visual images.

Audio-Visual Aids

Audio-visual aids are an interesting tool for teaching and learning EFL. Many students like learning in the language classes which are equipped with audio-visual materials because it motivates them and makes the classroom enjoyable (Abdullah, 2014).There are a lot of types of audio-

visual aids that can be used. Among them, there are pictures, songs, video, projectors and Powerpoint presentations.

A picture is a visual or printed image. Nowadays, the internet offers thousands of pictures which can be used in the classroom. There are different ways for presenting a picture; it can be presented as a slide show on a computer screen and on a display board by a projector. The use of pictures can make the lesson more interactive (Abdullah, 2014).

EFL teachers can use songs to attract their students' attention to listen to the target language. The use of songs can provide the learners with a wide range of vocabulary. The teacher can check if his students understand the song after listening to it by introducing different activities like asking them questions about what the song talks about. Furthermore, the learners will find it

enjoyable to listen to different songs because it motivates and helps them improve their listening and speaking skills (Veronika, 2007).

Lot of educational videos are available due to the internet. Hence, Videos become a helpful tool in the educational system because they enable the learners to discover other people's life and cultures. Lonergan (1995:1) states that "video in the classroom offers exciting possibilities for language teaching and learning". Infact, teachers use videos to make their lessons more comprehensible. Also, the learners rely on videos to develop their speaking and listening skills by listening to the native speakers, (Lonergan, 1995).

Moreover, a projector is widely used in schools. It is a device which is designed to take the display of a computer screen and project a large version of it onto a surface. It is considered as an important tool. A projector gives the teachers the opportunity to present their lessons easily and in an attractive way. It is a an aid employed to present topics to the

learners. Students feel more interested about the lesson if it is presented through visual tools because it allows them to see pictures, maps and graphics; learners can also use PowerPoint to present their projects,(Abdullah, 2014).

How Video Technologies Ignite Student Creativity, Collaboration, and 21st Century Skills

Access to video can help to motivate students, engage them, and create a distinctive context for their learning experience.

Student Motivation

Numerous studies reveal that learners are more motivated to interact with educational content when the content uses narrative storytelling, uses some degree of personalization, or offers some degree of control over how the content is accessed. Moreover, when students are given the opportunity to create digital material for classroom use, the feeling of empowerment,

ownership, and sense of purpose is much higher. This in turns enhances the students' motivation toward a particular subject and also contributes to the development of additional skills such as innovation, creativity, leadership, social interaction, and project management.

Learner Engagement

Many of the studies of supplementary video materials that are traditionally delivered via physical media—for example, DVDs and other multimedia formats—have shown that use of these materials lets students learn at a "pace that suited themselves."32 Longitudinal studies have shown that preschool children who watch educational programs like Sesame Street spend more time reading and engaged in educational activities. At the same time, on-demand streaming content can be engaging, enabling learners to review segments repeatedly of a lesson and feel that they are learning

effectively. This is an essential finding among a number of studies: individual control over the pace of learning increases student motivation and engagement, often because it uses a technology with which students are familiar or that they can easily grasp.

Finally, learner engagement with others outside the classroom is achieved via both real-time and on demand technologies. For primary and secondary school learners, who spend many hours of the day enclosed in brick-and-mortar institutions, any outside contact with fellow students elsewhere using user-generated video can be indispensable.

Learner Contextuality:

Studies show a preference for video elements over pure text and/or static images, in part because some programs of study lend themselves to delivery via video. Similarly, cross-cultural understanding can be enhanced because of the "reality" or "contextuality" provided by video, which can often decrease isolation and even help minimize xenophobia.

Social Skills:

A clear positive impact on pro-social skills has been seen, with several studies indicating children's affective skill—for example, sharing and acceptance of others—are enhanced.

Social skills are also built when students are allowed to create their own videos and share them with their peers as part of their classroom experience. "One of the most effective ways to learn something is to teach it to others.43 Studies show that when students are allowed to take a piece of knowledge and create something with it, their understanding of the information is much more profound than if they were to simply absorb the material.

Digital and Multimedia Literacy:

Increasing use of video by students is bringing them closer to media and ICT technologies, demystifying these technologies by placing them in the hands of learners and making them tools for content creation. At the same time, multimedia helps to foster other 21st century skills such as critical thinking, problem solving, creativity, communication, and collaboration.

Part Two: Previous Studies

The First Study

The study is a MA research conducted by Mohammed Hamid Mustafa Fadel Elsayed (2012) at Nile Valley University, Sudan, under the title (The Effects of Using Multimedia on the Learning of Arab English Language Students).The study conducted to investigate the effectiveness of using multimedia to Arab students in English Learning. The researcher used the descriptive analytical method within it a survey was used. Data collection approaches were adopted through a questionnaire. The findings showed that multimedia can be used to create relaxing language learning. Also using multimedia attract the students' attention and facilitate teaching and learning processes. In addition, responses to the questionnaire indicate that most of the teachers agree that using of multimedia has helped teachers to improve their teaching performance. According to the findings of the study, the researcher recommended that teachers should combine the advantages of traditional teaching method and modern technologies to motivate students' interest in English. Moreover, schools should adopt and integrate multimedia into curriculum. Also the researcher recommends that, EFL teachers need to be encouraged to use multimedia .In addition to training of multimedia instruction is very necessary for teachers, This study is similar to the present study in the main aim, the use of multimedia to motivate students; However, it is different in the level of the students; the current study is in the tertiary level and the other is in schools levels (elementary, intermediate and secondary) schools.

The Second Study

The study is a PHD research conducted by Omer Mohammed Ahmed in Sudan University of Science and Technology. The researcher tries to investigate the role of You Tube in Developing English Reading Comprehension. It also to draw attention to the importance of You Tube as a new medium for teaching and education in general. The researcher used descriptive analytical method of analysis; the researcher has utilized of descriptive statistical method in the first step and inferential statistical method “T-test” to code and analysis data collected. The sample of the study was drawn from a population of (20) students that represent the target population .The researcher used (SPSS) program to analyze the data yield from the focus group .The study came up with findings which clarified that You Tube has great role on enhancing the skills of reading comprehension. It also stated that it helps students to address their difficulties and problems of reading comprehension. The study offered some recommendations that encourage using social network and paying more attention to its aspects .It is recommended that teachers of English should exert utmost effort to make maximum use of technology and social network to promote their performance in teaching .In addition teachers and students should be encouraged and trained to deal with the multimedia and website which in its turn have the direct effect on their teaching and learning progress and promotion .This study is similar to the current study in using multimedia in learning English. And it is different in a number of population a tool of data collection.

The Third Study

The study was carried out in(2015) by Mohammed Othman El-Sayed in Nile Valley University , under the title “Exploring The Impact of Modern Technology in Acquiring English as a Foreign Language in Saudi Arabia”. This study aimed at investigating the attitude of teachers towards modern technology in in their language classrooms. The data were collected from a random sample of teachers of English working in both public and private schools all throughout Jeddah. A questionnaire was used in order to collect the data. Both descriptive and inferential statistics as well as content analysis were conducted so as to analyze data. The results of the data analysis yielded positive findings regarding teachers of English attitudes towards technology; their use of technology in instructions, however, do not correlate with their positive attitudes according to the aimed extent. The findings of the study revealed that a great majority of teachers attribute positive remarks for integrating technology in language teaching. However, they get some few difficulties in integrating technology into their classrooms effectively.The questionnaire also showed that the teachers of English in Saudi Arabia have positive attitudes towards using modern technology as they make use of modern technology in teaching English as a foreign language in their classrooms. Thus in order to have teachers who efficiently use modern technologies in language classrooms, pre-service ELT teacher education programs should provide technology related courses for their students.It also suggested that teachers be provided with in-service training on technology integration in order to realize effective use of technology in education. This study is similar to the present study in the main aim, the impact of modern technology in the classroom, the use of modern technology in teaching English in their classrooms. However , it is different in the level of the students; the current study in tertiary level and the other one in secondary level.

The Fourth Study

The study was carried out in 2020 by Najla'a H.AL-Ajimi,Zainab M.ALjazzaf in Kuwait University ,Kuwait .The researcher tries to identify the factors that influence the usage of multimedia technologies in teaching English language in Kuwait. This study aims to find out the influencing factors of using multimedia technologies through measuring the satisfaction and convenience of the instructions in Kuwait .The study adopts the descriptive analytical method to analyze the data of the study. The sample of the study was drawn from a population of (304) English language instructors that represent the target population .The study came up with findings which revealed that there are seven factors that have impact in using multimedia in teaching English subject , which are: facilitation, motiviation, performance , behavioural, social , pedagogical, and effort factors. Moreover, the study proved that instructors have positive perceptions of multimedia technologies, but still need more supplements and supports . The study offered some recommendations that public schools should be an attractive environment for both teachers and students. It is also recommended that government department should pay attention to improve teacher motivation by encouraging teacher to use multimedia technologies by managing workshops and training courses .They must provide materials and technical support to raise the level of education in their schools. This study is similar to the current study in the aim of the study, the researcher investigates the effectiveness of using multimedia technologies in teaching English language in Kuwaiti English classrooms. And the different is in the level of the students.

The Fifth Study

This study was carried out in 2013 by Iman Aly Diyab , Eman Muhamad and Mahsoub Abdelsadeq in Benha University, Arab Republic of Egypt. The researcher tries to investigate the role of using a Multimedia-Based Program for Developing Student Teachers' EFL Speaking Fluency Skills among second year, English section student teachers. The sample of the study was drawn from a population of (30) students at Sadat Faculty of Education. The tool of the study was an EFL speaking fluency test (per-and-post) test. The results of the study revealed that the study sample's EFL speaking fluency skills were developed after using the program. Accordingly, the multimedia- based program was found to be effective in developing EFL speaking fluency skills among second students teachers. The study offered some recommendations that multimedia-based program should be implemented in teaching EFL speaking skills to English section students. Also more attention should be paid to EFL speaking skills as these skills are very important for the English section students. This study is similar to the current study in using multimedia in teaching and learning at tertiary level. It is different in the sample of population and the tool of data collection.

The Sixth Study

This study was carried out in 2015 by Amina Meiloudi and Mebarki Salim, the Tlemcen University,Faculty of letters and Languages Department of English, People's Democratic Republic of Algeria, under the title (The use of Educational Technology in EFL Teaching and Learning. This study shed light on the role of using educational technology and it's important in the field of EFL teaching and learning. This study tries to explore the most used technological tools. To construct this work, a case study was conducted at Tlemcen University, specially, the English department, where the second year EFL students and teachers were selected as the sample population. The study used both qualitative and quantitative analysis of data. Data collection approaches were adopted through two instruments. The questionnaire was addressed to the learners and the interview to the teachers. The finding of the study revealed that teachers and learners support the use of educational technology. The teachers affirmed that they used it as a helpful tool to assist their teaching without neglecting the use of traditional methods. On the other hand, the learners believed that its use help them a lot. Moreover, all of them recognized the importance of using educational technology and confirm that it has a significant role in the EFL teaching and learning processes. This study offered some recommendations that encourage the use of educational technology in EFL teaching and learning processes. It is recommended teachers should have the right training and to be always updated .This study is similar to the current study in using educational technology in EFL teaching and learning processes. And it is different in the level of students.

The Seventh Study

The study is a PHD research conducted by Larissa Parrilla (2016) at Walden University ,College of Education, under the title " Multimedia Technologies ' Influence on Language Acquisition in English Language Learners" in 2016. English as a Second Language (ESL) learners at the upper elementary level have struggled to demonstrate the vocabulary required to read in English at grade-level. Although multimedia technologies have demonstrated positive effects as language acquisition educational tools at the university level, it remains unclear how useful they are for language acquisition at the elementary level. This quasi-experimental study used dual coding theory as a framework to examine the relationship between the level of reading comprehension upper elementary students developed and their construction of word meanings through use of multimedia technologies. The study utilized convenience sampling of 85 students divided into treatment and control groups in a Puerto Rican Montessori school. The treatment consisted of use of multimedia technologies that included video, audio, images, and words in a digital environment for vocabulary acquisition instruction. Data sources included pretest and posttest results for the Maze Close test that measures reading comprehension. These results were analyzed using a paired t test. The study found that students in treatment groups developed greater reading comprehension than did those in control groups. Further research is required in order to determine whether a positive relationship can exist between multimedia technology usage and development of upper elementary student vocabulary and reading comprehension. This study indicates the importance of examining whether multimedia technology use in elementary student English reading comprehension can create reading gains for upper elementary ESL students .This study is similar to the present study in the main aim ,the use of multimedia in the classroom, but it different in the tools and in the level of the students; the current study is in tertiary level and the other one in upper elementary level .

The Eighth Study

This study conducted by Roland Tsai and Michael Jenks, Yuanpei University, Taiwan about use of a teacher guided multimedia CD-ROM programme as a supplemental treatment in the teaching of English as a Foreign Language (EFL) to junior level students at Yuanpei University, Taiwan in 2009. This quasi-experimental study explored the effect of a Teacher Guided Multimedia CD-ROM programme as a supplement in teaching vocabulary acquisition to EFL students. Eighty seven juniors in the Food and Beverage Management Department at Yuanpei University in northern Taiwan participated in the study. Students from two intact classes were assigned to the control and the experimental groups for four weeks. The researchers divided the experimental group's two weekly one-hour sessions into one hour of traditional didactic instruction and one hour of the Teacher Guided Multimedia CD-ROM programme instruction. The control group received two hours of traditional instruction only. The same instructor taught both groups lessons of identical content. The students took a pretest prior to the beginning of the study and a posttest after delivery of the treatment. The results indicated the group that used the CD-ROM programme achieved better English vocabulary acquisition than the traditional didactic instruction group.

The Nineth Study

The study is a PHD research conducted by James Francis in 2013. The researcher investigates the Effects of Technology on Students Motivation and Engagement in Classroom-Based Learning. This study carried out in University of New England .Moreover, it aims to find out the students' perceptions of the use of technology in their classroom-based instruction. Also the study describe the current use of general technology and assistive technology in classrooms that include identified students (those with documented learning disabilities).The study takes on the descriptive analytic method and it incorporate three data gathering tools after checking their validity and reliability which are students results, students records and direct classroom observation of classrooms. The sample included 348 students and a staff size of 65 at the same time at New England Charter School (NECS).The data has been statistically analyzed by (SPSS) programme. The findings generally indicate the use of technology in the classroom in the proper manner has the benefit of helping to raise the academic achievement from the students as well as from the teachers from all levels of skills. Also the students feel motivated through the specific use of technology in classroom. According to the findings of the study, the researcher recommended that the staff continue to innovate and push forward with the further technology interventions. Also administration address staff retention rates which will help maintain consistent curriculum coverage. This study is similar to the present study in the main aim, the effect of technology on motivation and inclusion but it is different in the level of the students; the current study is in tertiary level and the other on the primary level .

CHAPTER THREE
METHDOLOGY

3.0 Introduction

This study is focused on the impact of EFL multimedia technologies on tertiary level student's motivation. This chapter describes the methodology that used designing, testing, and administering the instruments that used in the study. First the teachers' questionnaire, second the students' questionnaire.

3.1 The Methods

The researcher has used two questionnaires to collect data in this study. The questionnaire for teachers from different universities in Khartoum state; it was distributed to fifty EFL basic teachers who were selected randomly and the questionnaire for students in tertiary level at Ahfad university for women; it was distributed to fifty students who were selected randomly.

3.2 Population and Sampling

The population in this study consisted of teachers from different universities in Khartoum state and pupils from tertiary level at Ahfad University for women.

3.3 The tools of the study

The tools for data collection is a questionnaire. The questionnaire consists of three categories, each one has five statements. These categories intended to

support the research hypotheses. The questionnaire was distributed to fifty English language teachers at university and fifty students at university level. The purpose of the questionnaire was to investigate the impact of using multimedia in the classroom to motivate the learners and improve teaching and learning process; in addition, to give the students opportunity to collaborate. It took the teacher approximately five to ten minutes to fill out the questionnaire. Fortunately, all teachers responded to answer all the questions. The students' questionnaire was to indentify to what extend multimedia in the classroom motivate them and give the students opportunity to collaborate.

3.4 Validity and Reliability

3.4.1 Validity of the Questionnaire

The researcher consulted five experts in English language to check the content validity in term of topics and statements appropriateness in both questionnaires. The experts' advice, comments, modification and suggestions were taken into consideration. The researcher followed all which said by experts to make the questionnaires clear and convinced all of them.

3.4.2 Reliability of the Questionnaire

Statistical Reliability And Validity

It is meant by the reliability of any test, to obtain the same results if the same measurement is used more than one time under the same conditions. In addition, the reliability means when a certain test was applied on a

number of individuals and the marks of every one were counted; then the same test applied another time on the same group and the same marks were obtained; then we can describe this test as reliable. In addition, reliability is defined as

the degree of the accuracy of the data that the test measures. Here are some of the most used methods for calculating the reliability:

1. Split-half by using Spearman-Brown equation.
2. Alpha-Cronbach coefficient.
3. Test and Re-test method
4. Equivalent images method.
5. Guttman equation.

On the other hand, validity also is a measure used to identify the validity degree among the respondents according to their answers on certain criterion. The validity is counted by a number of methods, among them is the validity using the square root of the (reliability coefficient). The value of the reliability and the validity lies in the range between (0-1). The validity of the questionnaire is that the tool should measure the exact aim, which it has been designed for.

The researcher calculated the validity statistically using the following equation:

$$\text{Validity} = \sqrt{\text{Reliability}}$$

The researcher calculated the reliability coefficient for the measurement, which was used in the questionnaire using (split-half) method. This method stands on the principle of dividing the answers of the sample individuals into two parts, i.e. items of the odd numbers e.g. (1, 3, 5, ...) and answers of

the even numbers e.g. (2,4,6 ...). Then Pearson correlation coefficient between the two parts is calculated. Finally, the (reliability coefficient) was calculated according to Spearman-Brown Equation as the following:

$$\text{Reliability Coefficient} = \frac{2 \times r}{1 + r}$$

r = Pearson correlation coefficient

For calculating the validity and the reliability of the questionnaire from the above equation, the researcher was distributed about (50) questionnaires to teacher and (50) questionnaire to the students . In addition, depending on the answers, the above Spearman-Brown equation was used to calculate the reliability coefficient using the split-half method; the results have been showed in the following table:

Table (3-2)

The statistical reliability and validity of the pre-test sample about the study questionnaire

Hypotheses	Reliability	Validity
First	0.88	0.94
Second	0.78	0.88
Third	0.80	0.89
Overall	0.91	0.95
Teacher	0.76	0.87

We note from the results of above table that all reliability and validity coefficients for pre-test sample individuals about each questionnaire's theme, and for overall questionnaire, are greater than (50%), and some of them are nearest to one. This indicates to the high validity and reliability of the answers, so, the study questionnaire is valid and reliable, and that will give correct and acceptable statistical analysis.

3.5 Procedures

After validity of the tools have been ensured, the researcher has distributed the questionnaire to the fifty EFL teachers in different universities in Khartoum state and fifty students at Ahfad University for Women. They were asked to respond to the questionnaire and then return it as soon as they finish. After the data were collected, the questionnaire statements were analyzed and described. Results were discussed and recommendations were suggested.

CHAPTER FOUR
DATA ANALYSIS, RESULTS AND DISCUSSION

4.0 Introduction

This chapter present the discussion, analysis and interpretation of the data collected through the questionnaire from fifty respondents who represent EFL teachers in different tertiary level universities (see Appendix A), and fiftty students from Ahfad University for Women (see Appendix B).This step consisted of transformation of the qualitative (nominal) variables (Strongly agree, Agree, undecided, Disagree, Strongly disagree) to quantitative variables (1,2,3,4,5) respectively, also the graphical representation have done for this purpose. The statements in the questionnaire have been analyzed in terms of frequencies and percentage. The questionnaire includes three categories to support the hypotheses of the study.

4.1 Statistical Analysis of the Questionnaire

The questionnaire consist of three categories, each one has five statements. These categories intended to support the research hypotheses.

4.1 Analysis of The Teachers' Questionnaire

4.1.1 Statement (1): Lectures are more enjoyable and interesting when teacher uses power point presentation.

Table (4.1) Enjoyable and interesting power point presentation

Answer	Number	Percent
Strong agree	25	50.0
Agree	20	40.0
Undecided	5	10.0
Total	50	100.0

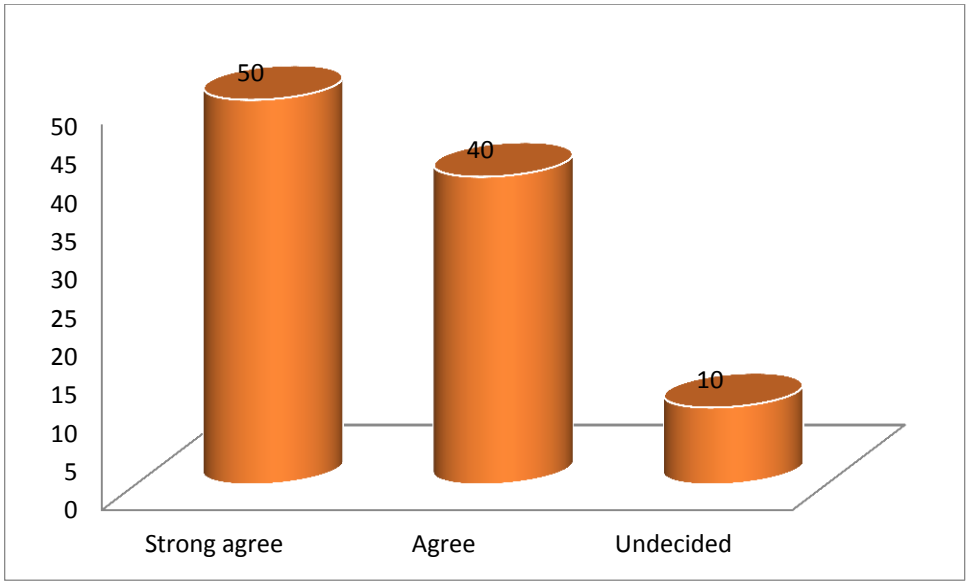


Figure (4.1) Enjoyable and interesting power point presentation

It is clear from the above table and figure that there are (25) respondents in the study's sample with percentage (50.0%) have strongly agreed with the statement. There are (20) respondent with percentage (40.0%) have agreed

on that and (5) respondents with percentage (10.0%) have undecided about that. This indicates that almost of the respondents support the statement.

4.1.2 Statement (2): Using multimedia technology in EFL lessons can increase students' motivation.

Table (4.2) multimedia and students' motivation

Answer	Number	Percent
Strong agree	40	80.0
Agree	10	20.0
Total	50	100.0

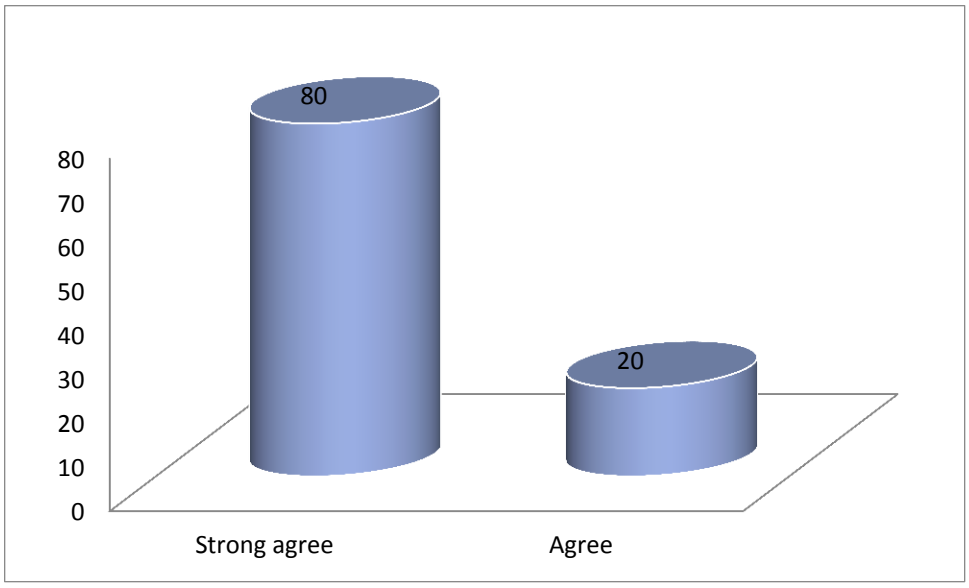


Figure (4.2) Multimedia and students' motivation

It is clear from the above table and figure that there are (40) respondents in the study's sample with percentage (80.0%) have strongly agreed with the

statement. There are (10) respondent with percentage (20.0%) have agreed on that .This indicates that the majority of the respondents support the statement.

4.1.3 Statement (3): Computer-based lessons are much more effective than traditional lessons.

Table (4.3) Computer-based lessons are much more effective than traditional lessons

Answer	Number	Percent
Strong agree	50	100.0
Total	50	100.0

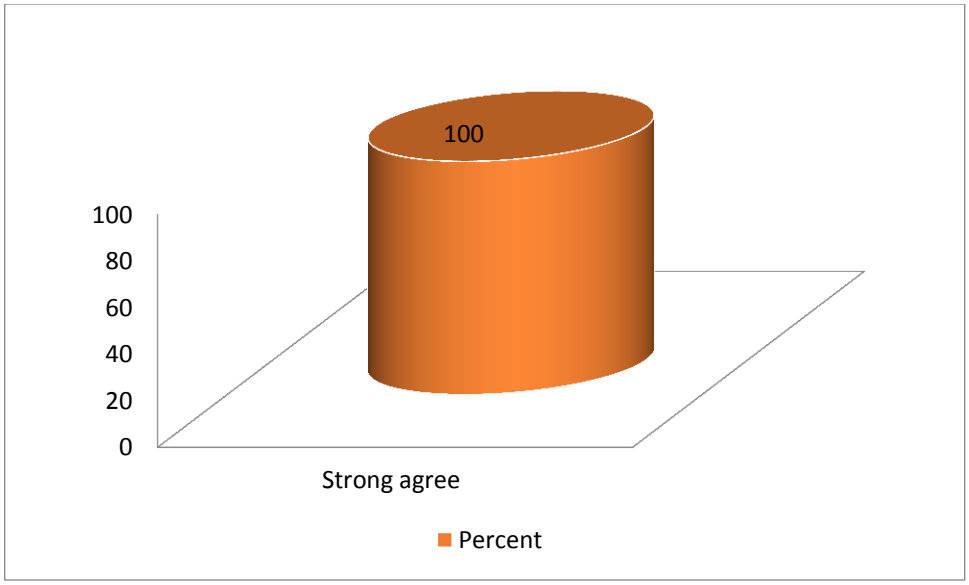


Figure (4.3) Computer-based lessons are effective than traditional lessons

It is clear from the above table and figure that there are (50) respondents in the study's sample with percentage (100%) have strongly agreed with the

statement.

4.1.4 Statement (4): Bringing multimedia into the classroom provides instant results and feedback for both students and teachers.

Table (4.4) Bringing multimedia into the classroom provides instant results and feedback for both students and teachers

Answer	Number	Percent
Strong agree	30	60.0
Agree	20	40.0
Total	50	100.0

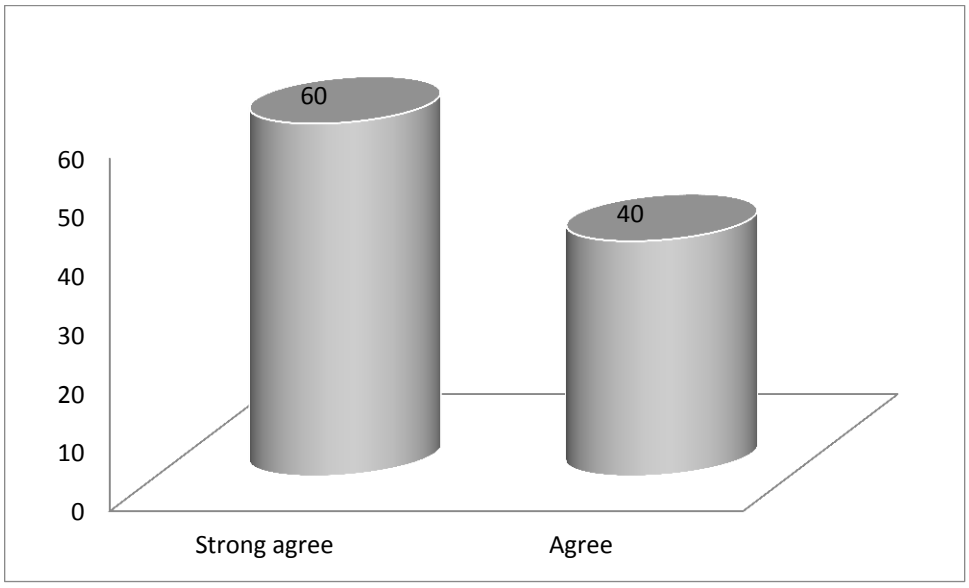


Figure (4.4) Multimedia provides instant result for both students and teachers

It is clear from the above table and figure that there are (30) respondents in the study's sample with percentage (60.0%) have strongly agreed with the statement. There are (20) respondent with percentage (40.0%) have agreed on the statement .This indicates that all of the respondents support the statement.

4.1.5 Statement (5): Teaching with multimedia foster cognitive aspects of learning such as information processing and understanding.

Table (4.5) Teaching with multimedia foster cognitive aspects of learning

Answer	Number	Percent
Strong agree	10	20.0
Agree	35	70.0
Undecided	3	6.0
Disagree	2	4.0
Total	50	100.0

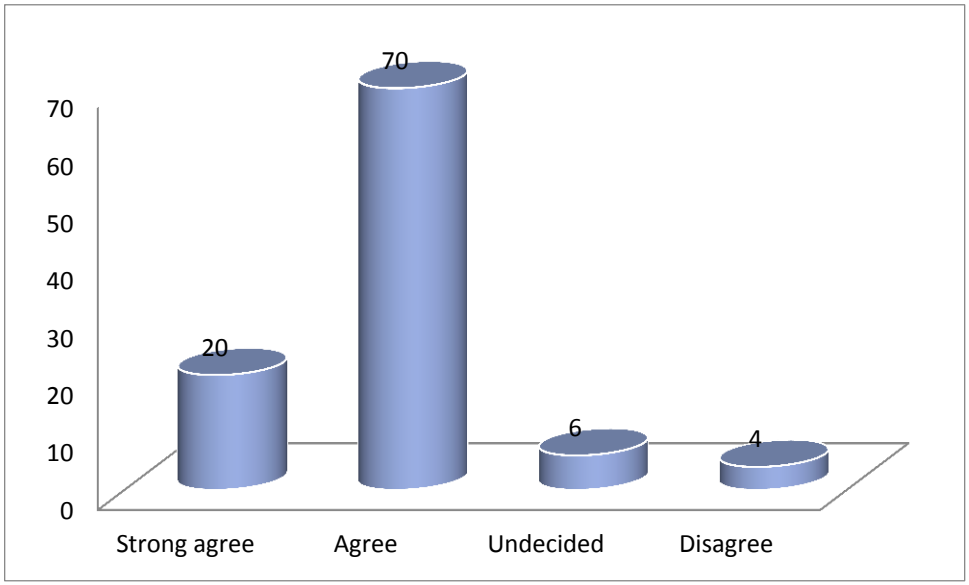


Figure (4.5) Multimedia foster cognitive aspects of learning

It is clear from the above table and figure that there are (10) respondents in

the study's sample with percentage (20.0%) have strongly agreed with the statement. There are (35) respondent with percentage (70.0%) have agreed on that and (3) respondents with percentage (6.0%) have undecided about that, and (2) respondents with percentage (4.0%) are disagree about that. This indicates that the majority of the respondents support the statement.

4.1.6 Statement (6): Implementing multimedia in the classroom promote students' collaboration.

Table (4.6) Multimedia promote students' collaboration

Answer	Number	Percent
Strong agree	35	70.0
Agree	15	30.0
Total	50	100.0

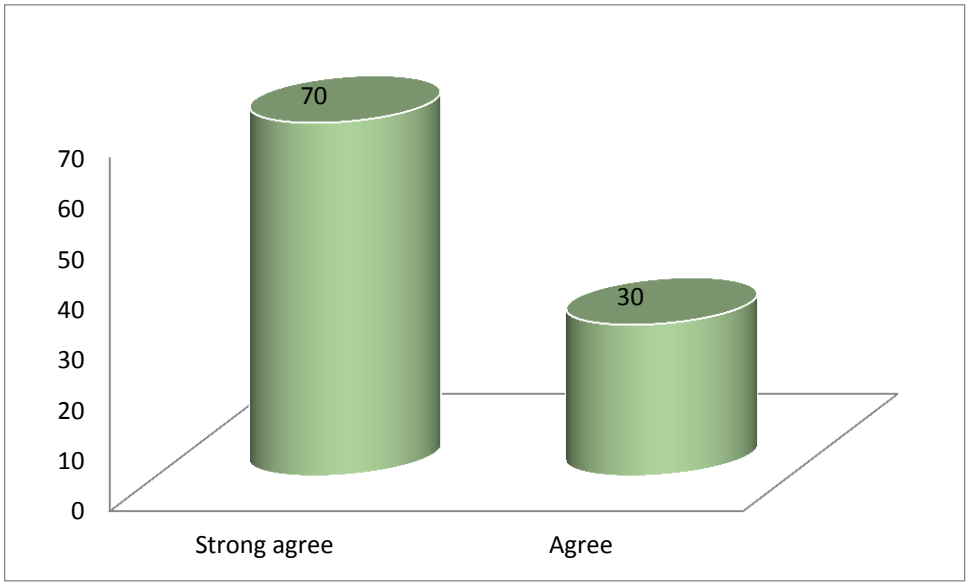


Figure (4.6) Multimedia promote students' collaboration

It is clear from the above table and figure that there are (35) respondents in

the study's sample with percentage (70.0%) have strongly agreed with the statement. There are (15) respondent with percentage (30.0%) have agreed on that .This indicates that all of the respondents support the statement.

4.1.7 Statement (7): Integrating multimedia (audio-visual) in EFL classes improve interaction among students and between teachers.

Table (4.7) Multimedia (audio-visual) improve interaction among students and teachers

Answer	Number	Percent
Strong agree	10	20.0
Agree	25	50.0
Undecided	5	10.0
Disagree	6	12.0
Strong disagree	4	8.0
Total	50	100.0

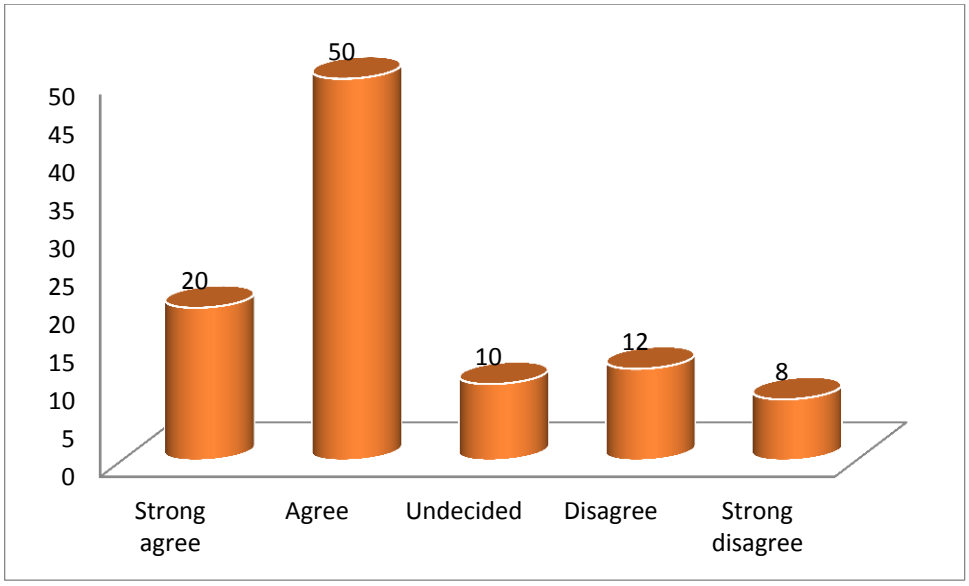


Figure (4.7) Multimedia improve interaction among students and teachers

It is clear from the above table and figure that there are (10) respondents in the study's sample with percentage (20.0%) have strongly agreed with the statement. There are (25) respondent with percentage (50.0%) have agreed on that and (5) respondents with percentage (10.0%) have undecided about that, and (6) respondents with percentage (12.0%) are disagree about that and (4) respondents with (8.0%) have strongly disagree about that. this indicate that the majority of the respondents support the statement.

4.1.8 Statement (8): In multimedia EFL classroom students collaborate with their classmate to complete a project in a relaxing environment.

Table (4.8) students' collaboration in multimedia environment

Answer	Number	Percent
Strong agree	33	66.0
Agree	17	34.0
Total	50	100.0

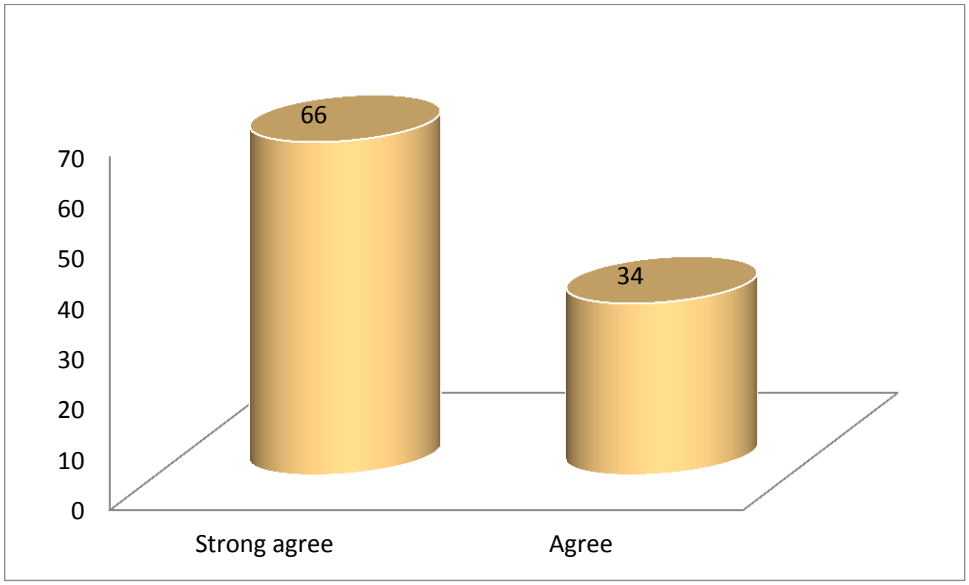


Figure (4.8) Students' collaboration in multimedia environment

It is clear from the above table and figure that there are (33) respondents in the study's sample with percentage (66.0%) have strongly agreed with the statement. There are (17) respondent with percentage (34.0%) have agreed on that .This indicates that the majority of the respondents support the statement.

4.1.9 Statement (9): Bringing short films and videos in EFL classes improve students' pronunciation and interaction.

Table (4.9) short films and videos improve students' pronunciation and interaction

Answer	Number	Percent
Strong agree	13	26.0
Agree	30	60.0
Undecided	4	8.0
Disagree	3	6.0
Total	50	100.0

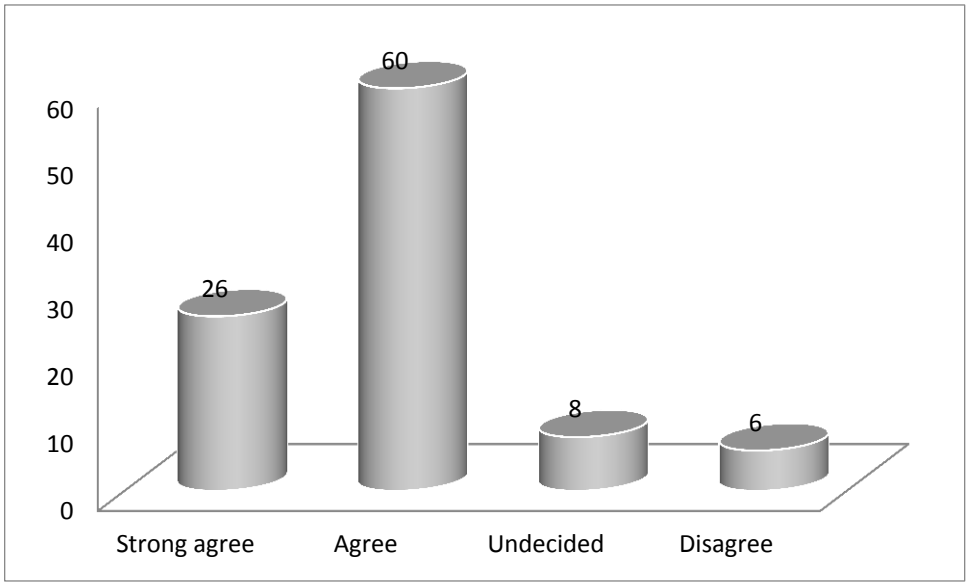


Figure (4.9) Short films and videos improve students' pronunciation and interaction

It is clear from the above table and figure that there are (13) respondents in the study's sample with percentage (26.0%) have strongly agreed with the statement. There are (30) respondent with percentage (60.0%) have agreed on that and (4) respondents with percentage (8.0%) have undecided about that, and (3) respondents with percentage (6.0%) are disagree about that. This indicates that the most of the respondents support the statement.

4.1.10 Statement (10): Lectures with multimedia provide students with opportunity to represent and express their prior knowledge.

Table (4.10) Multimedia provide students with opportunity to represent and express their prior knowledge

Answer	Number	Percent
Strong agree	16	32.0
Agree	24	48.0
Undecided	4	8.0
Disagree	3	6.0
Strong disagree	3	6.0
Total	50	100.0

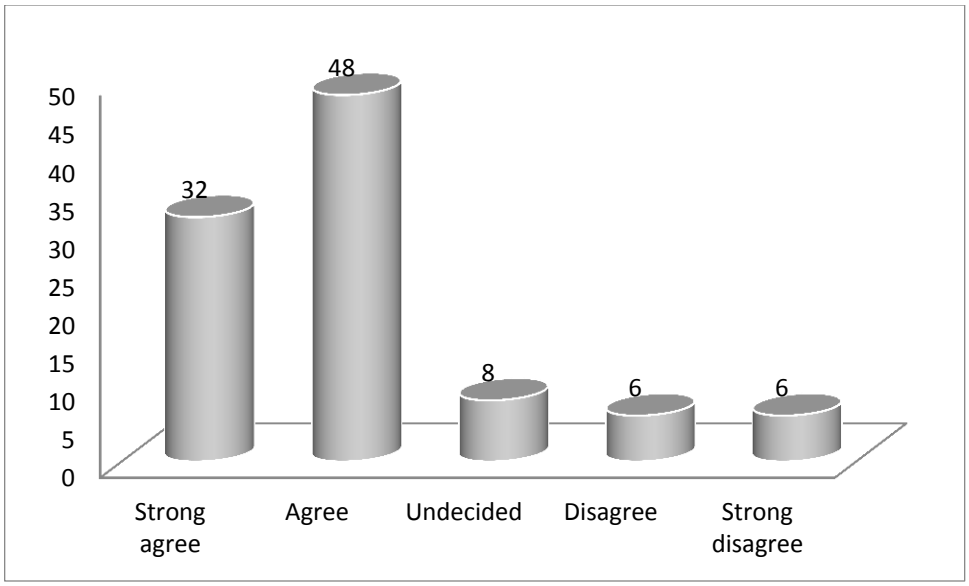


Figure (4.10) Multimedia provide students opportunity to represent and express prior knowledge

It is clear from the above table and figure that there are (16) respondents in the study's sample with percentage (32.0%) have strongly agreed with the statement. There are (24) respondents with percentage (48.0%) have agreed on that and (4) respondents with percentage (8.0%) have undecided about that, and (3) respondents with percentage (6.0%) are disagree about that and (3) respondent strongly disagreed about that. This indicates that most of the respondents support this statement.

4.1.11 Statement (11): Implementing multimedia technology in English class can make English class vivid and interesting.

Table (4.11) Multimedia make English class vivid and interesting

Answer	Number	Percent
Strong agree	41	82.0
Agree	9	18.0
Total	50	100.0

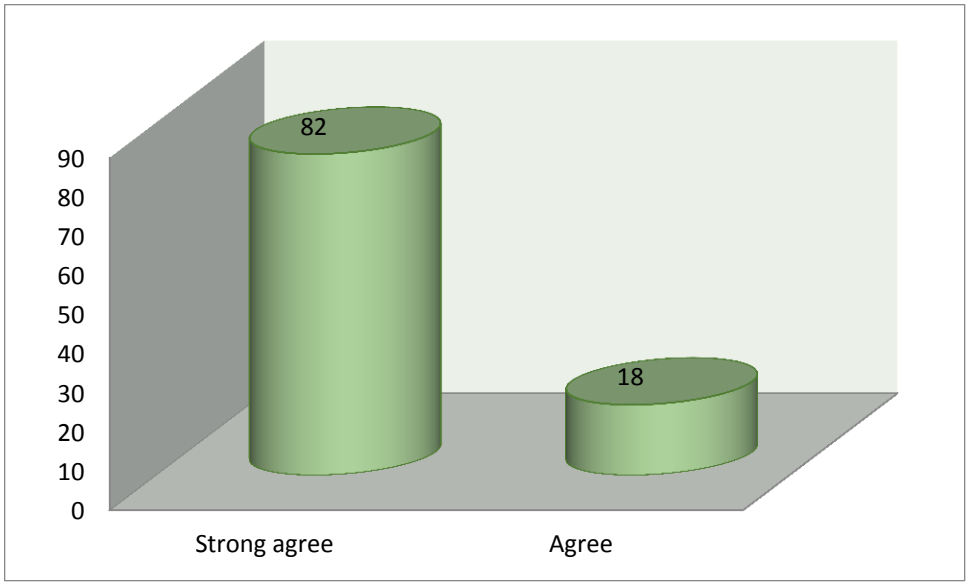


Figure (4.11) Multimedia make English class vivid and interesting

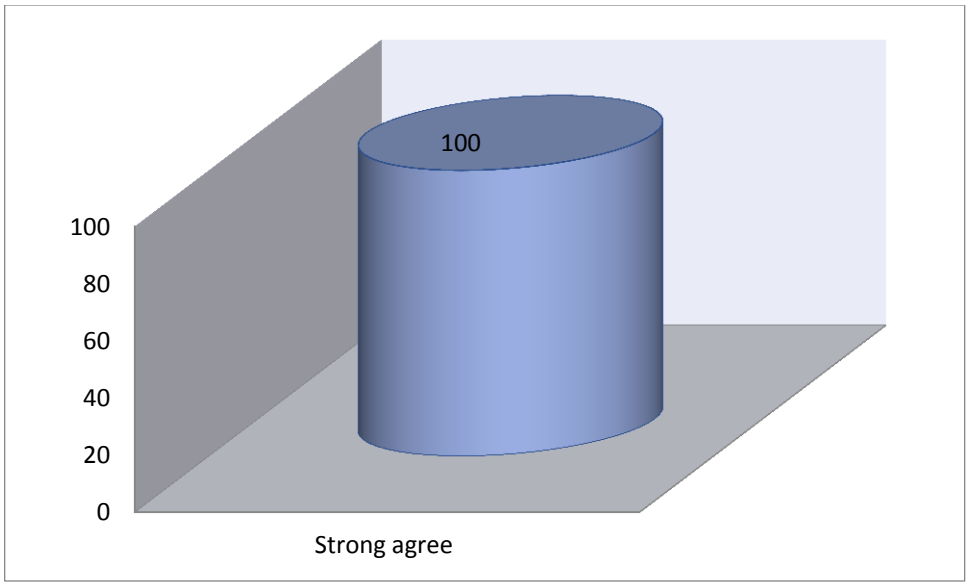
It is clear from the above table and figure that there are (41) respondents in the study's sample with percentage (82.0%) have strongly agreed with the statement. There are (9) respondent with percentage (18.0%) have agreed on the statement .This indicates that all respondents support the statement.

4.1.12 Statement (12): The use of multimedia in the classroom successfully only if there is adequate teacher training in uses of technology for learning.

Table (4.12) Adequate teacher training for a successfully use of multimedia

Answer	Number	Percent
Strong agree	50	100.0
Total	50	100.0

Figure (4.12) Adequate teacher training for a successfully use of multimedia



Adequate teacher training for a successfully use of multimedia

It is clear from the above table and figure that there are (50) respondents in the study's sample with percentage (100%) have strongly agreed with the statement. This indicates that all of the respondents support the statement.

4.1.13 Statement (13): I always incorporate multimedia (video, music and pictures) into my lessons on a regular basis.

Table (4.13) Incorporate multimedia on a regular basis lesson

Answer	Number	Percent
Strong agree	7	14.0
Agree	8	16.0
Undecided	10	20.0
Disagree	20	40.0
Strong disagree	5	10.0
Total	50	100.0

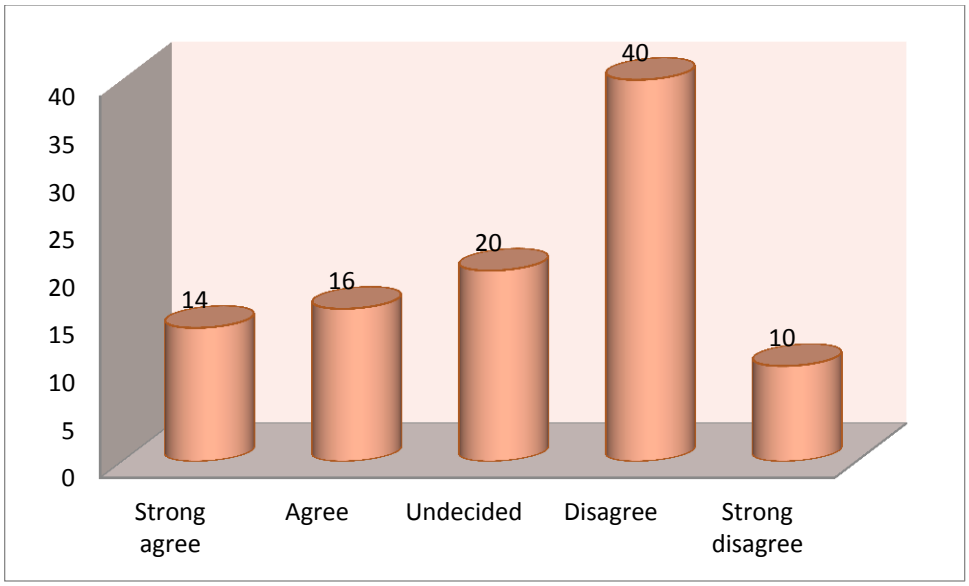


Figure (4.13) Incorporate multimedia on a regular basis lesson

It is clear from the above table and figure that there are (7) respondents in the study's sample with percentage (14.0%) have strongly agreed with the statement. There are (8) respondents with percentage (16.0%) have agreed on that and (10) respondents with percentage (20.0%) have undecided about that, and (20) respondents with percentage (40%) are disagree about that and (5) respondents with percentage (10.0%) are strongly disagreed about the statement. This indicates that most of the respondents do not always incorporate multimedia in lessons.

4.1.14 Statement (14): Preparing lectures using multimedia audio, video and graphical materials can be more challenging than creating ordinary lesson.

Table (4.14) Preparing lectures using multimedia can be more challenging than creating ordinary lessons

Answer	Number	Percent
Strong agree	40	80.0
Agree	7	14.0
Undecided	3	6.0
Total	50	100.0

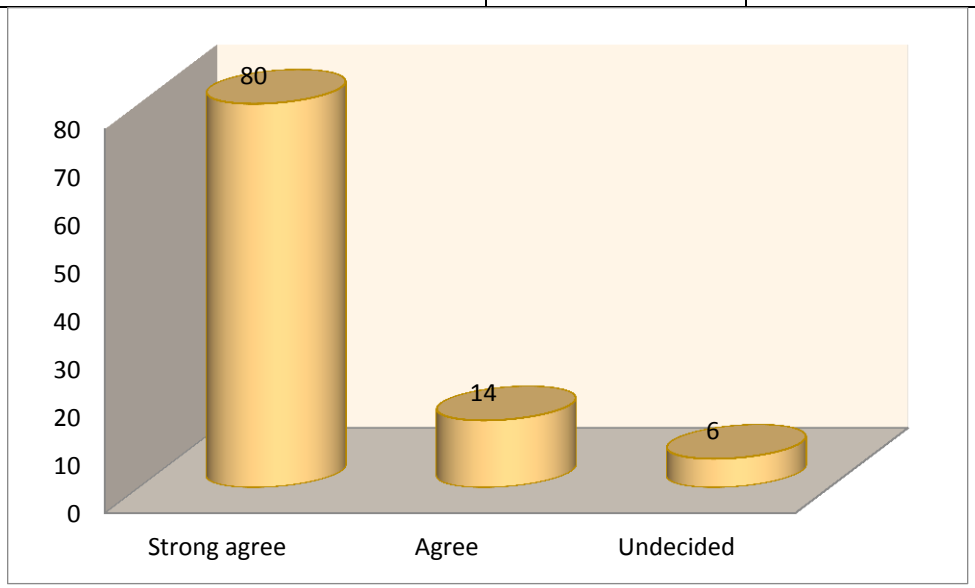


Figure (4.14) Preparing lecture using multimedia can be more challenging than ordinary lesson

It is clear from the above table and figure that there are (40) respondents in the study's sample with percentage (80.0%) have strongly agreed with the statement. There are (7) respondents with percentage (14.0%) have agreed on that and (3) respondents with percentage (6.0%) have undecided about that. This indicate that the almost of the respondents support the statement.

4.1.15 Statement (15): The use of multimedia in the classroom requires extra time to plan learning activities.

Table (4.15) Using multimedia needs extra time to plan learning activities

Answer	Number	Percent
Strong agree	48	96.0
Agree	2	4.0
Total	50	100.0

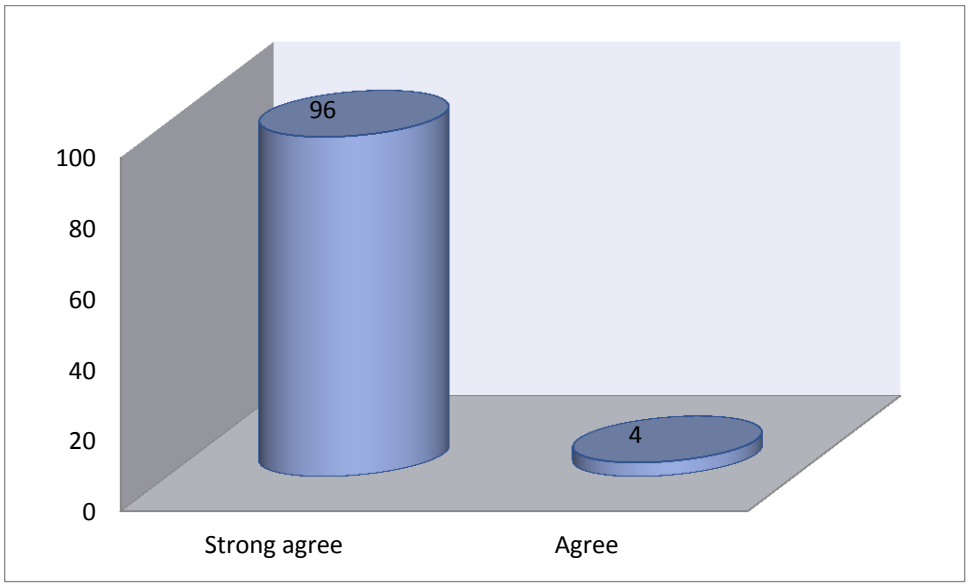


Figure (4.15) Using multimedia needs extra time to plan learning activities

It is clear from the above table and figure that there are (48) respondents in the study's sample with percentage (96.0%) have strongly agreed with the statement. There are (2) respondents with percentage (4.0%) have agreed on that .This indicates that almost of the respondents support the statement.

4.2 Analysis of the Students' Questionnaire

4.2.1 Statement (1): Using multimedia technology in EFL classes stimulate students' motivation.

Table (4.16) Multimedia stimulate students' motivation

Answer	Number	Percent

Strong agree	44	88.0
Agree	6	12.0
Total	50	100.0

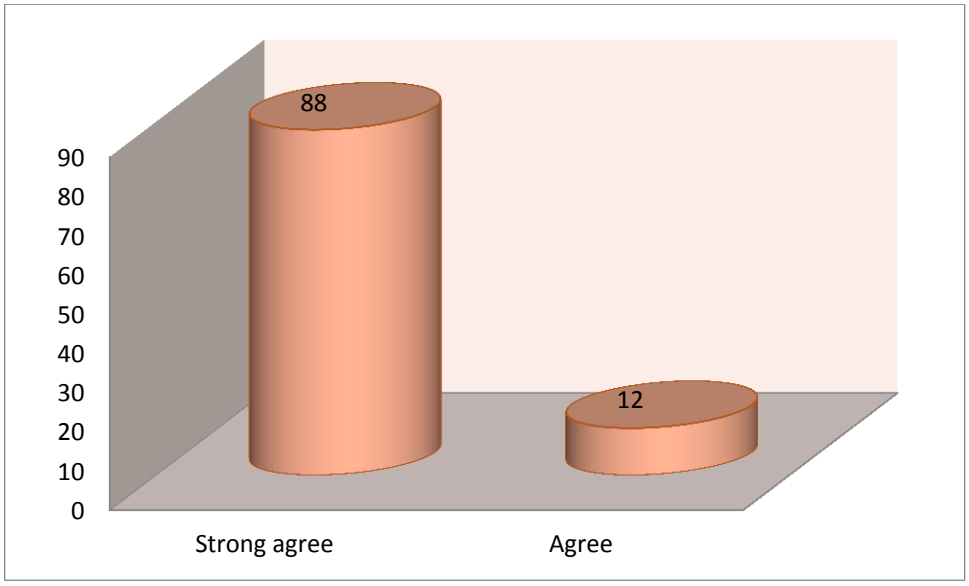


Figure (4.16) Multimedia stimulate students' motivation

It is clear from the above table and figure that there are (44) respondents in the study's sample with percentage (88.0%) have strongly agreed with the statement. There are (6) respondent with percentage (12.0%) have agreed on that .This indicates that EFL classes with multimedia motivate EFL learners.

4.2.2 Statement (2): Using multimedia in EFL classes grasp students' attention.

Table (4.17) Multimedia in EFL classes grasp students' attention

Answer	Number	Percent
Strong agree	33	66.0
Agree	16	32.0

Undecided	1	2.0
Total	50	100.0

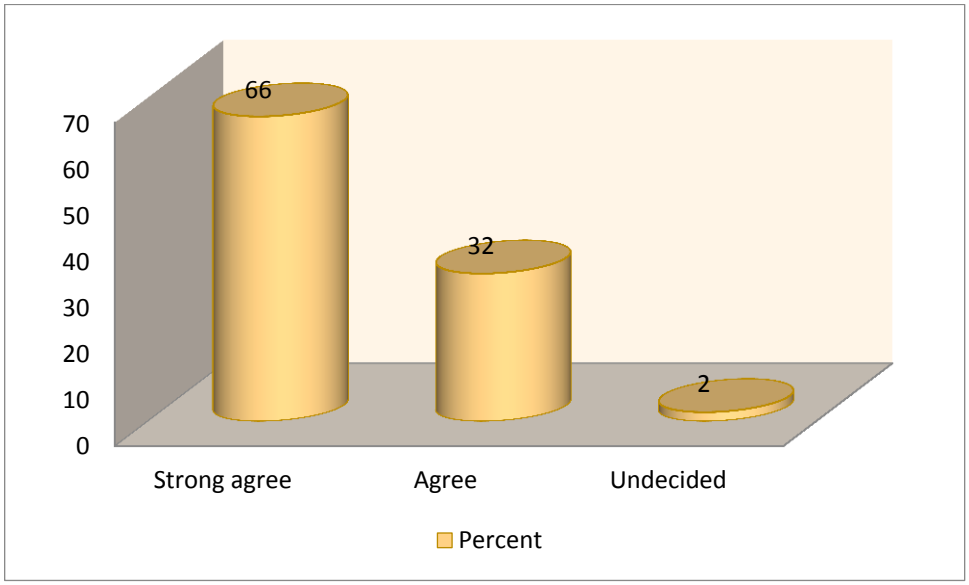


Figure (4.17) Multimedia in EFL classes grasp students' attention

It is clear from the above table and figure that there are (33) respondents in the study's sample with percentage (66.0%) have strongly agreed with the statement. There are (16) respondent with percentage (32%) have agreed on that and (1) respondent with percentage (2.0%) have undecided about that. This indicates that EFL classes with multimedia grasp students' attention.

4.2.3 Statement (3): English classes based on videos, short films and CDs can be helpful for developing English language skills.

Table (4.18) Videos, short films and CDs for developing English Language skills

Answer	Number	Percent
Strong agree	40	80.0

Undecided	8	16.0
Disagree	2	4.0
Total	50	100.0

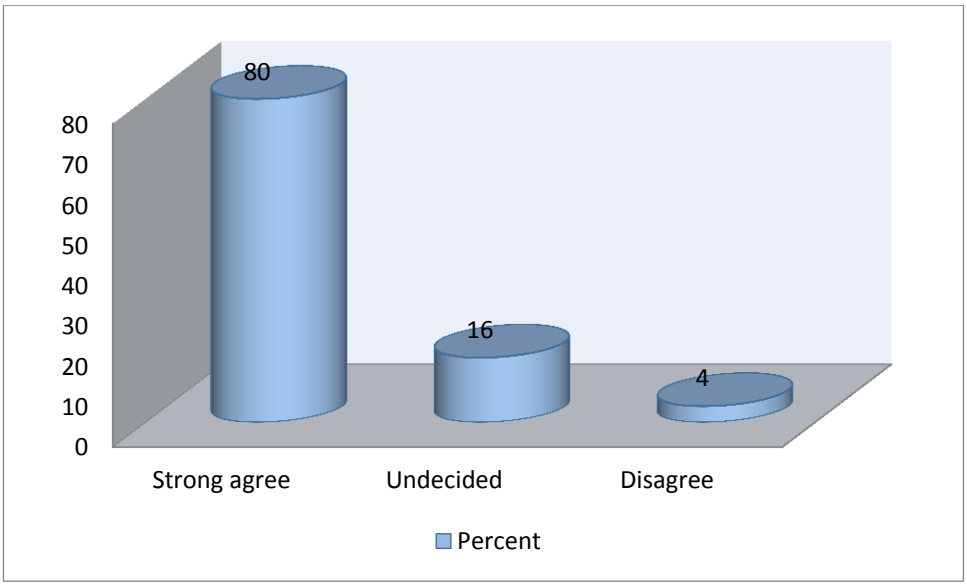


Figure (4.18) Videos, short films and CDs for developing English Language skills

It is clear from the above table and figure that there are (40) respondents in the study's sample with percentage (80.0%) have strongly agreed with the statement. There are (8) respondent with percentage (16%) have undecided on that and (2) respondent with percentage (4.0%) have undecided about that. This indicates that multimedia can affect positively to develop English language skills.

4.2.4 Statement (4): Multimedia creates vivid, authentic and attractive environment for EFL tertiary level students.

Table (4.19) Multimedia creates authentic and attractive environment for EFL students

Answer	Number	Percent
Strong agree	13	26.0
Agree	35	70.0
Undecided	2	4.0
Total	50	100.0

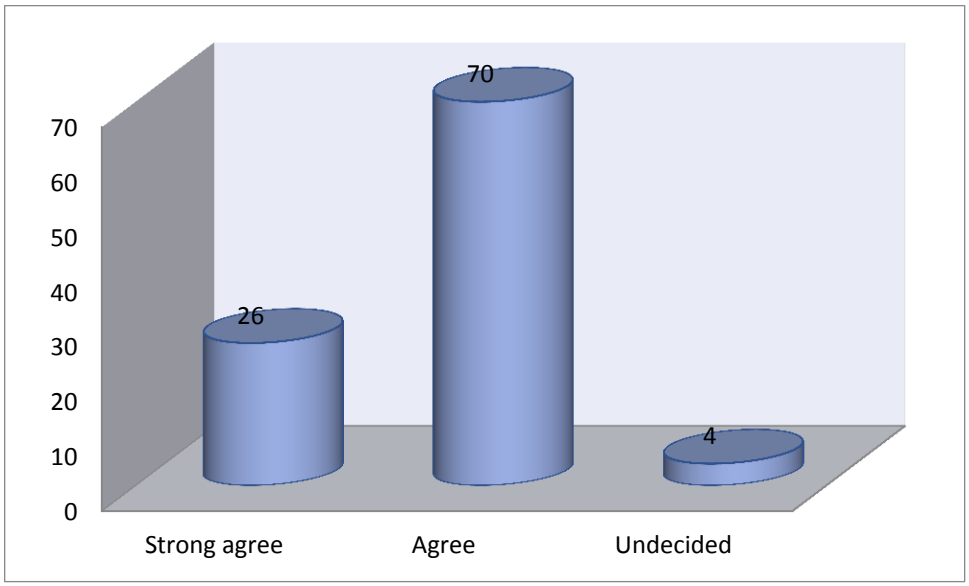


Figure (4.19) Multimedia creates authentic and attractive environment for EFL students

It is clear from the above table and figure that there are (13) respondents in the study's sample with percentage (26.0%) have strongly agreed with the statement. There are (35) respondent with percentage (70.0%) have agreed on that and (2) respondent with percentage (4.0%) have undecided about that. This indicates that the majority of the respondents support the statement.

4.2.5 Statement (5): Lectures seem more understandable and memorable when the teacher uses power point presentation.

Table (4.20): Lectures seems more understandable and memorable with power point presentation

Answer	Number	Percent
Strong agree	30	60.0
Agree	10	20.0
Undecided	3	6.0
Disagree	7	14.0
Total	50	100.0

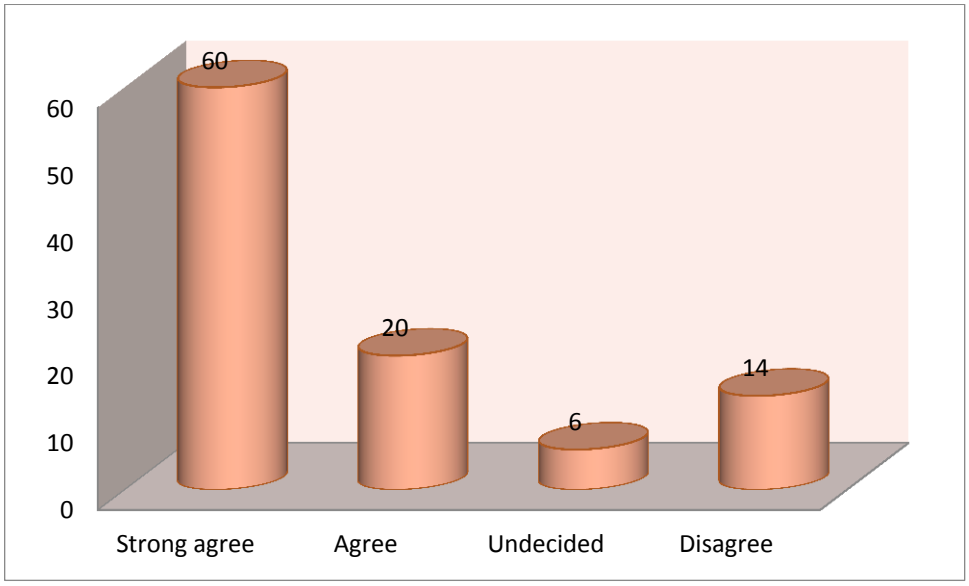


Figure (4.20) Lectures seems more understandable and memorable with power point presentation

It is clear from the above table and figure that there are (30) respondents in the study's sample with percentage (60.0%) have strongly agreed with the statement. There are (10) respondents with percentage (20.0%) have agreed on that and (3) respondents with percentage (6.0%) have undecided about that, and (7) respondents with percentage (14.0%) is disagree about that. This indicates that most of the respondents support the statement.

4.2.6. Statement (6): EFL multimedia classes allow students opportunity to collaborate and complete a project or assignment in relaxing environment.

Table (4.21): Multimedia allow students opportunity to collaborate

Answer	Number	Percent
Strong agree	39	78.0
Agree	10	20.0
Undecided	1	2.0
Total	50	100.0

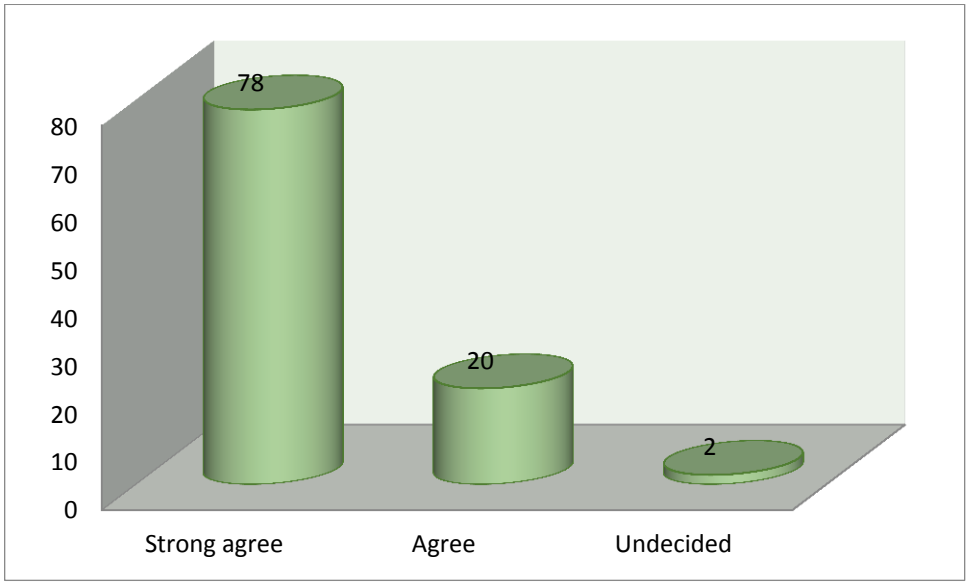


Figure (4.21) Multimedia allow students opportunity to collaborate

It is clear from the above table and figure that there are (39.0) respondents in the study's sample with percentage (78.0%) have strongly agreed with the statement. There are (10) respondents with percentage (20.0%) have agreed on that and (1) respondent with percentage (2.0%) have undecided about that. This indicates that the majority of the respondents support the statements.

4.2.7 Statement (7): Multimedia in EFL classes can foster class interactivity.

Table (4.22) Multimedia foster class interactivity

Answer	Number	Percent
Strong agree	18	36.0
Agree	23	46.0
Undecided	7	14.0
Disagree	1	2.0
Strong disagree	1	2.0
Total	50	100.0

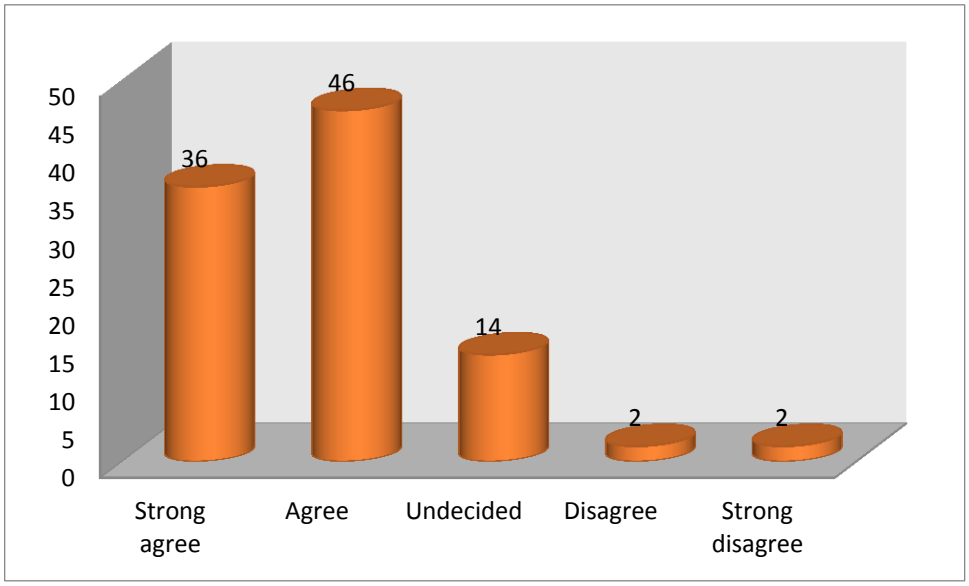


Figure (4.22) Multimedia foster class interactivity

It is clear from the above table and figure that there are (18) respondents in the study's sample with percentage (36.0%) have strongly agreed with the statement. There are (23) respondents with percentage (46.0%) have agreed on that and (7) respondents with percentage (14.0%) have undecided about that, and (1) respondent with percentage (2.0%) is disagree about that, and (1) respondent with percentage (2.0) is strongly disagree about that. This indicates that most of the respondents are support the statement.

4.2.8 Statement (8): Learning with multimedia develops interaction between learners

Table (4.23) Learning with multimedia develops interaction between learners

Answer	Number	Percent
Strong agree	17	34.0
Agree	22	44.0
Undecided	10	20.0
Disagree	1	2.0
Total	50	100.0

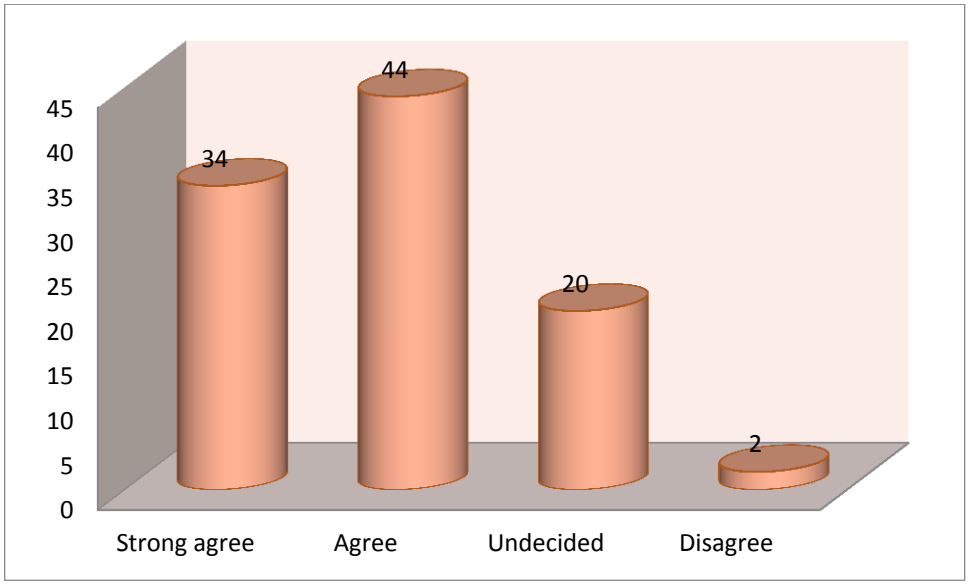


Figure (4.23): Multimedia develops interaction between learners.

It is clear from the above table and figure that there are (17) respondents in

the study's sample with percentage (34.0%) have strongly agreed with the statement. There are (22) respondents with percentage (44.0%) have agreed on that and (10) respondents with percentage (20.0%) have undecided about that, and (1) respondents with percentage (2.0%) are disagree about that. This indicates that most of the respondents support the statement.

4.2.9 Statement (9): Multimedia applications can be used to facilitate group work to learn from each other.

Table (4.24) Multimedia applications facilitate group work

Answer	Number	Percent
Strong agree	20	40.0
Agree	23	46.0
Undecided	7	14.0
Total	50	100.0

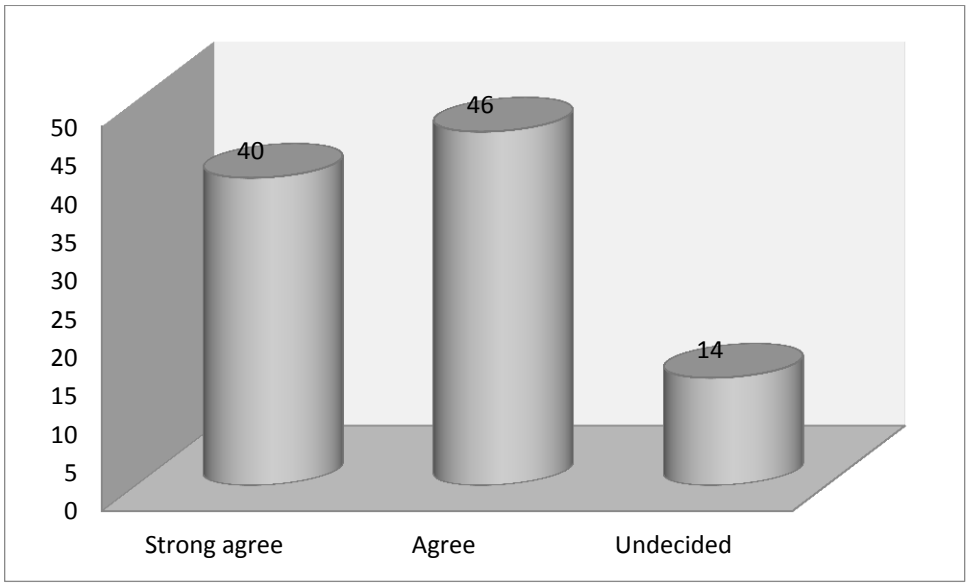


Figure (4.24) Multimedia facilitates group work

It is clear from the above table and figure that there are (20) respondents in the study's sample with percentage (40.0%) have strongly agreed with the

statement. There are (23) respondent3 with percentage (46.0%) have agreed on that and (7) respondents with percentage (14.0%) have undecided about that. This indicates that most of the respondents support the statement.

4.2.10 Statement (10): Videos with subtitles expand students' vocabulary.

Table (4.25) Videos with subtitles expand students' vocabulary

Answer	Number	Percent
Strong agree	18	36.0
Agree	16	32.0
Undecided	3	6.0
Disagree	13	26.0
Total	50	100.0

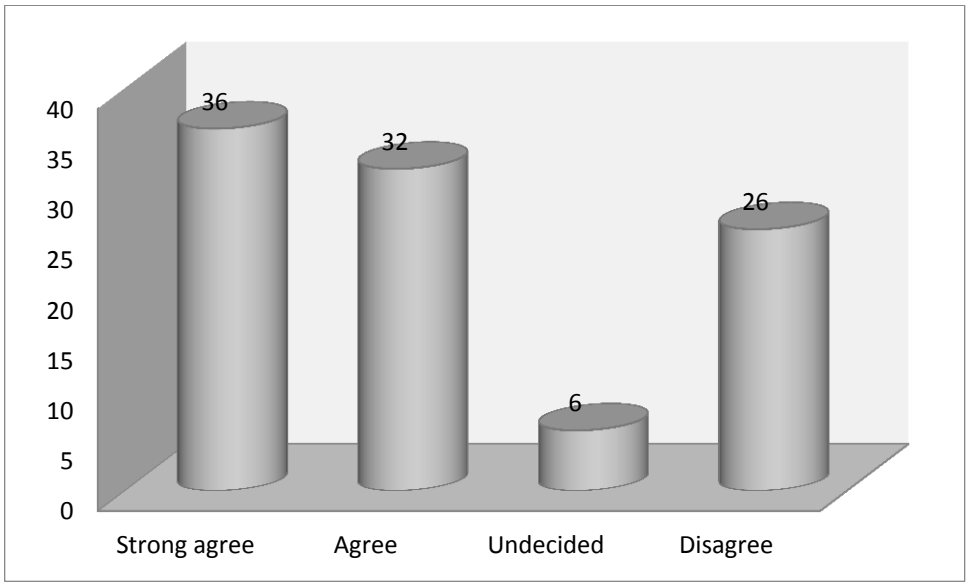


Figure (4.25) Videos with subtitles expand students' vocabulary

It is clear from the above table and figure that there are (18) respondents in the study's sample with percentage (36.0%) have strongly agreed with the statement. There are (16) respondents with percentage (32.0%) have agreed

on that and (3) respondents with percentage (6.0%) have undecided about that, and (13) respondents with percentage (26.0%) are disagree about that. This indicates that most of the respondents support the statement.

4.2.11 Statement (11): Integrating multimedia every time in EFL lessons make the students interesting and enjoyable.

Table (4.26) Every time multimedia in EFL lessons make it interesting and enjoyable

Answer	Number	Percent
Strong agree	10	20.0
Agree	30	60.0
Disagree	10	20.0
Total	50	100.0

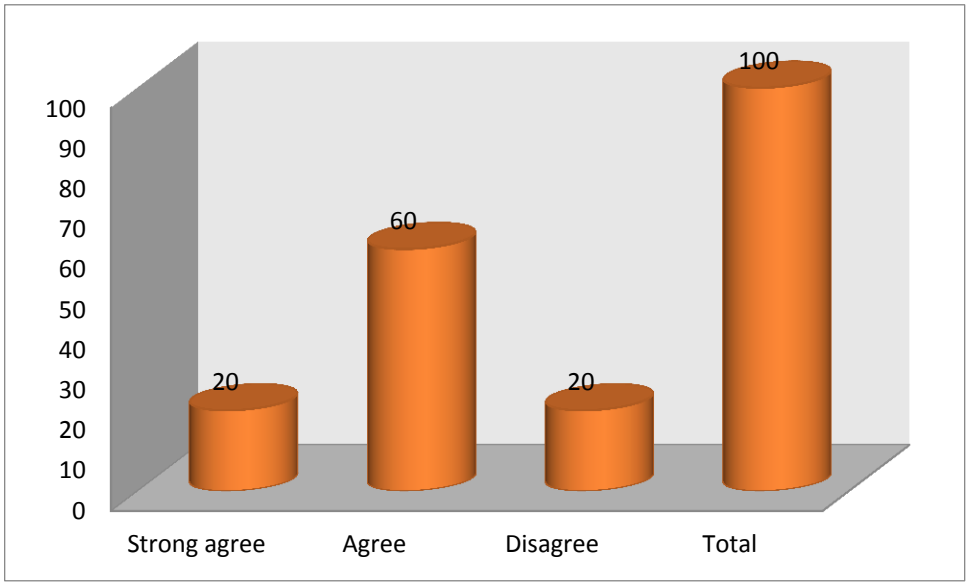


Figure (4.26) Every time multimedia in EFL lessons make it interesting and enjoyable

It is clear from the above table and figure that there are (10) respondents in

the study's sample with percentage (20.0%) have strongly agreed with the statement. There are (30) respondents with percentage (60.0%) have agreed on that and (10) respondents with percentage (20.0%) have disagree about that .This indicates that almost of the respondents support the statement.

4.2.12 Statement (12): Computer-based lessons make students more interesting and effective than traditional lessons.

Table (4.27) Computer-based lessons make students more interesting and effective than traditional lessons

Answer	Number	Percent
Strong agree	50	100.0
Total	50	100.0

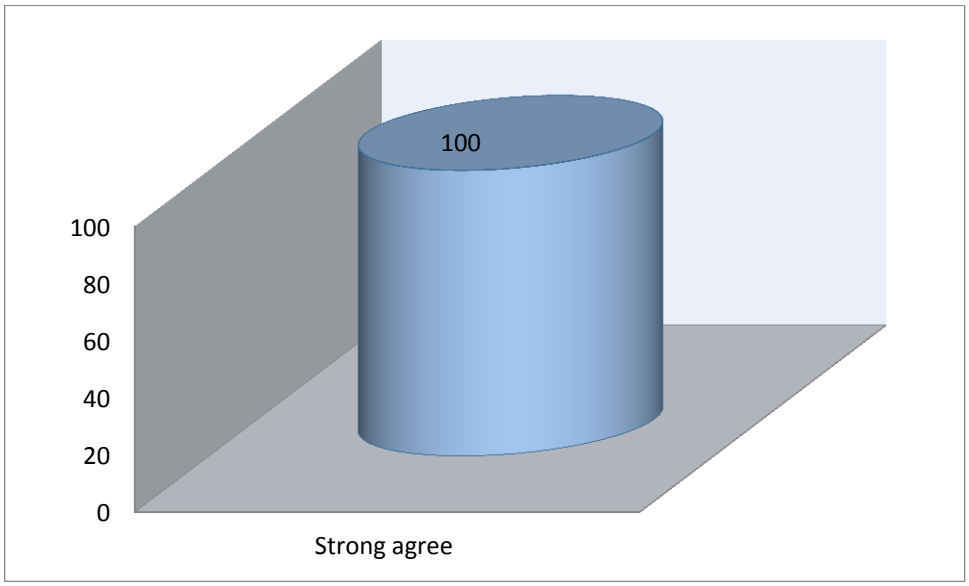


Figure (4.27) Computer-based lessons is effective than traditional lessons

It is clear from the above table and figure that there are (50) respondents in the study's sample with percentage (100%) have strongly agreed with the statement. This indicates that all of the respondents are support the statement.

4.2.13 Statement (13): Using CD-audios in teaching listening develop listening skills and improve students' pronunciation.

Table (4.28) CD-audios develop listening skills and improve students' pronunciation

Answer	Number	Percent
Strong agree	12	24.0
Agree	35	70.0
Undecided	2	4.0
Disagree	1	2.0
Total	50	100.0

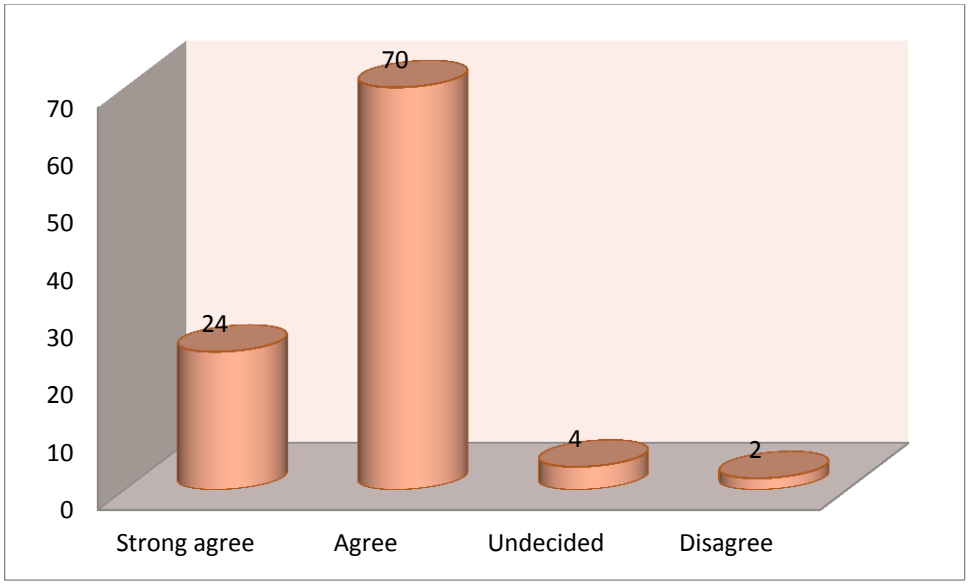


Figure (4.28) CD-audios develop listening skills and improve students' pronunciation

It is clear from the above table and figure that there are (12) respondents in the study's sample with percentage (24.0%) have strongly agreed with the statement. There are (35) respondents with percentage (70.0%) have agreed on that and (2) respondents with percentage (4.0%) have undecided about that and (1) respondent with percentage (2.0%) disagree about that .This indicates that most of the respondent support the statement.

4.2.14 Statement (14): In multimedia classes, students are concentrate better on learning activities than ordinary classes.

Table (4.29) In multimedia classes, students are concentrate better on learning activities than ordinary classes

Answer	Number	Percent
Strong agree	49	98.0
Disagree	1	2.0
Total	50	100.0

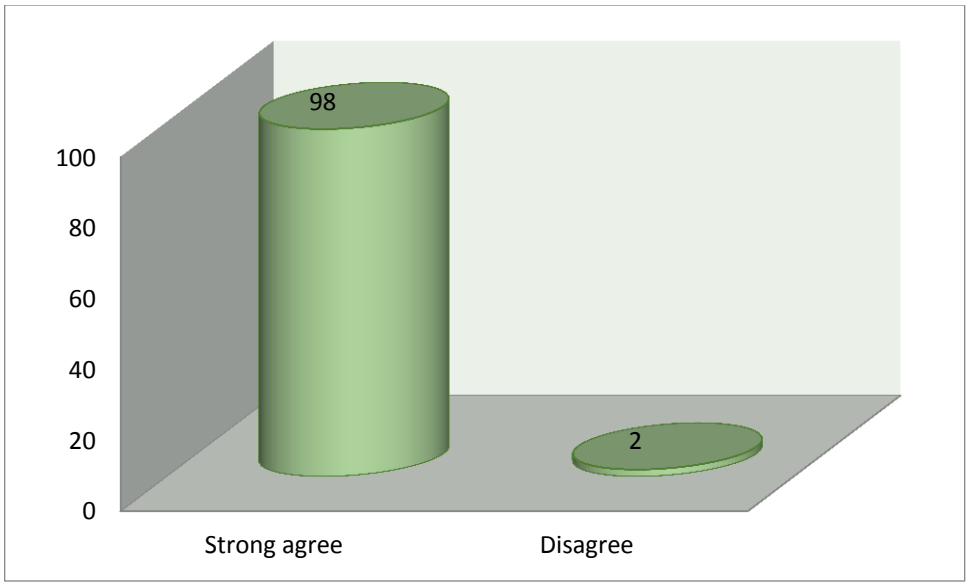


Figure (4.29) In multimedia classes, students are better concentrate than ordinary classes

It is clear from the above table and figure that there are (49) respondents in the study's sample with percentage (98.0%) have strongly agreed with the statement. There are (1) respondent with percentage (2.0%) have disagree on that .This indicates that all most of the respondents support the statement.

4.2.15 Statement (15): Multimedia technologies offering teachers the ability to design curriculum in advanced with regards to differentiation.

Table (4.30) Multimedia offer curriculum design in advance with regard to differentiation

Answer	Number	Percent
Agree	37	74.0
Undecided	13	26.0
Total	50	100.0

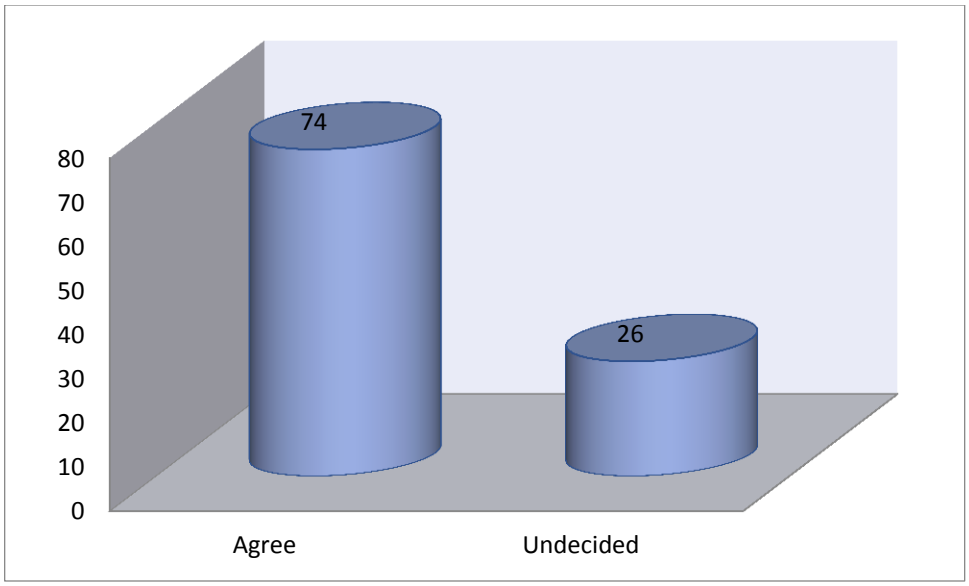


Figure (4.30) Multimedia offer curriculum design in advance with regard to differentiation

It is clear from the above table and figure that there are (37) respondents in the study's sample with percentage (74.0%) have agreed with the statement. There are (13) respondent with percentage (26.0%) have undecided about that .This indicates that the majority of the respondent support the statement.

4.3 The result of the Chi square test

The first hypothesis of the teachers' questionnaire

"Multimedia facilitate EFL teaching and learning processes".

Table (4.31)

No	Statements	Median	Result
1	Lectures are more enjoyable and interesting when teacher uses power point presentation.	5	Strongly agree
2	Using multimedia technology in EFL lessons can increase students' motivation.	5	Strongly agree
3	Computer-based lessons are much more effective than	5	Strongly

	traditional lessons.		agree
4	Bringing multimedia into the classroom provides instant results and feedback for both students and teachers.	5	Strongly agree
5	Teaching with multimedia foster cognitive aspects of learning such as information processing and understanding.	5	Agree

Table (4.31) has shown that

Statement One

The calculated value of the median for the respondents' answers of the first statement is (1). This value means that, most of the respondents' are strongly agreed with "Lectures are more enjoyable and interesting when teachers uses power point presentation".

Statement Two

The calculated value of the median for the respondents' answers of the second statement is (2). This value means that, most of the respondents' are strongly agreed with that "Using multimedia technology in EFL lessons can increase students' motivation".

Statement Three

The calculated value of the median for the respondents' answers of the third statement is (2). This value means that, most of the respondents' are strongly strongly agreed with that "Computer-based lessons are much more effective than traditional lessons".

Statement Four

The calculated value of the median for the respondents' answers of the fourth statement is (4). This value means that, most of the respondents' are strongly agreed with that "Bringing multimedia into the classroom provides instant results and feedback for both students and teachers".

Statement Five

The calculated value of the median for the respondents' answers of the fifth statement is (5). This value means that, most of the respondents' are agreed with that "Teaching with multimedia foster cognitive aspects of learning such as information processing and understanding".

The calculated value of the median for the respondents' answers about the all statements that related to the first hypothesis is (4). This value, in general, means that most of the respondents' have strongly agreed with all what mentioned about the first hypothesis.

Table (4-32) Chi-square test results for respondents' answers about the statements of the first hypothesis

No	Statements	Degree of freedom	Chi-square
1	Lectures are more enjoyable and interesting when teacher uses power point presentation.	2	23.40
2	Using multimedia technology in EFL lessons can increase students' motivation.	2	20.53
3	Computer-based lessons are much more effective than traditional lessons.	2	24.60
4	Bringing multimedia into the classroom provides instant results and feedback for both students and teachers.	3	23.07
5	Teaching with multimedia foster cognitive aspects of learning such as information processing and understanding.	4	25.33

Table (4.32) has shown that

Statement One

The calculated value of chi-square for the significance of the differences for the respondents' answers in the first statement was (23.40) which is greater than the tabulated value of chi-square at the degree of freedom (2) and the significant value level (1%) which was (11.34).That means there is significant differences that are statistically significant differences of the sample for strongly agree.

Statement Two

The calculated value of chi-square for the significance of the differences for the respondents' answers in the second statement was (20.53) which is greater than the tabulated value of chi-square at the degree of freedom (2) and the significant value level (1%) which was (11.34) That means there is significant differences that are statistically significant differences of the sample for strongly agree.

Statement Three

The calculated value of chi-square for the significance of the differences for the respondents' answers in the third statement was (24.60) which is greater than the tabulated value of chi-square at the degree of freedom (2) and the significant value level (1%) which was (13.28). That means there is significant differences that are statistically significant differences of the sample for strongly agree.

Statement Four

The calculated value of chi-square for the significance of the differences for the respondents' answers in the fourth statement was (23.07) which is greater than the tabulated value of chi-square at the degree of freedom (3) and the significant value level (1%) which was (11.34). That means there is significant differences that are statistically significant differences of the sample for strongly agree.

Statement Five

The calculated value of chi-square for the significance of the differences for the respondents' answers in the fifth statement was (25.33) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which was (11.34). That means there is significant differences that are statistically significant differences of the sample for agree.

The second hypothesis

"Using multimedia technologies in English class activate collaboration among students".

Table (4.33)

No	Statements	Median	Result
1	Implementing multimedia in the classroom remote students' collaboration	5	Strongly agree
2	Integrating multimedia (audio-visual) in EFL classes improve interaction among students and between teachers	5	Agree
3	In multimedia EFL classroom students collaborate with their classmate to complete a project in a relaxing environment	5	Strongly agree
4	Bringing short films and videos in EFL classes improve students' pronunciation and interaction	5	Agree
5	Lectures with multimedia provide students with opportunity to represent and express their prior knowledge	5	Agree

Table (4.34) has shown that

Statement Six

The calculated value of the median for the respondents' answers of the sixth

statement is (5). This value means that, most of the respondents' are strongly

agreed with that "Implementing multimedia in the classroom promote students' collaboration".

Statement Seven

The calculated value of the median for the respondents' answers of the seventh statement is (5). This value means that, most of the respondents' are strongly agreed with that "Integrating multimedia (audio-visual) in EFL classes improve interaction among students and between teachers and students".

Statement Eight

The calculated value of the median for the respondents' answers of the eighth statement is (5). This value means that, most of the respondents' are strongly agreed with that "In multimedia EFL classroom students collaborate with their classmate to complete a project in a relaxing environment".

Statement Nine

The calculated value of the median for the respondents' answers of the ninth statement is (5). This value means that, most of the respondents' are agreed with that "Bringing short films and videos in EFL classes improve pronunciation."

Statement Ten

The calculated value of the median for the respondents' answers of the tenth statement is (5). This value means that, most of the respondents' are agreed

with that "Lectures with multimedia provide students opportunity to present and express their prior knowledge".

The calculated value of the median for the respondents' answers about the all statements that related to the second hypothesis is (5). This value, in general, means that most of the respondents' have agreed with all what mentioned about the second hypothesis.

Table (4-34) Chi-square test results for respondents' answers about the statements of the second hypothesis

No	Statements	Degree of freedom	Chi-square
1	Implementing multimedia in the classroom promote students' collaboration	3	20.67
2	Integrating multimedia (audio-visual) in EFL classes improve interaction among students and between teachers	3	19.87
3	In multimedia EFL classroom students collaborate with their classmate to complete a project in a relaxing environment	3	22.53
4	Bringing short films and videos in EFL classes improve students' pronunciation and interaction	3	15.07
5	Lectures with multimedia provide students with opportunity to represent and express their prior knowledge	3	17.47

Table (4.34) has shown that

Statement Six

The calculated value of chi-square for the significance of the differences for the respondents' answers in the sixth statement was (20.67) which is greater than the tabulated value of chi-square at the degree of freedom (3) and the significant value level (1%) which was (11.34). That means there is significant differences that are statistically significant differences of the sample for agree.

Statement Seven

The calculated value of chi-square for the significance of the differences for the respondents' answers in the seven statement was (19.87) which is greater than the tabulated value of chi-square at the degree of freedom (3) and the significant value level (1%) which was (11.34). That means there is significant differences that are statistically significant differences of the sample for agree.

Statement Eight

The calculated value of chi-square for the significance of the differences for the respondents' answers in the eighth statement was (22.53) which is greater than the tabulated value of chi-square at the degree of freedom (3) and the significant value level (1%) which was (11.34). According to this there is significant differences that are statistically significant differences of the sample for agree.

Statement Nine

The calculated value of chi-square for the significance of the differences for the respondents' answers in the ninth statement was (15.07) which is greater than the tabulated value of chi-square at the degree of freedom (3) and the significant value level (1%) which was (11.34). According to there is

significant differences that are statistically significant differences of the sample for agree.

Statement Ten

The calculated value of chi-square for the significance of the differences for the respondents' answers in the tenth statement was (17.47) which is greater than the tabulated value of chi-square at the degree of freedom (3) and the significant value level (1%) which was (13.28). According to there is significant differences that are statistically significant differences of the sample for agree.

The third hypothesis

"Multimedia help EFL Sudanese teachers to plan, prepare and implement educational activities efficiently".

Table (4.35)

No	Statements	Median	Result
1	Implementing multimedia technology in English class can make English class vivid and interesting	5	Strongly agree
2	The use of multimedia in the classroom successfully only if there is adequate teacher training in uses of technology for learning	5	Strongly agree
3	I always incorporate multimedia (video, music and pictures) into my lessons on a regular basis	5	Strongly agree
4	Preparing lectures using multimedia audio, video and graphical materials can be more challenging than creating ordinary lessons.	5	Strongly agree
5	The use of multimedia in the classroom requires extra time to plan learning activities	5	Strongly agree

Table (4.35) has shown that

Statement Eleven

The calculated value of the median for the respondents' answers of the eleventh statement is (5). This value means that, most of the respondents' are strongly agreed with that "Implementing multimedia technology in English classes makes English classes vivid and interesting".

Statement Twelve

The calculated value of the median for the respondents' answers of the twelfth statement is (5). This value means that, most of the respondents' are strongly agreed with that "The use of multimedia in the classroom successfully only if there is adequate teacher training in uses of technology for learning".

Statement Thirteen

The calculated value of the median for the respondents' answers of the thirteenth statement is (5). This value means that, most of the respondents' are strongly agreed with that "I always incorporate multimedia (video, music, and pictures) into my lessons on a regular basis".

Statement Fourteen

The calculated value of the median for the respondents' answers of the fourteenth statement is (5). This value means that, most of the respondents' are strongly agree with that "Preparing lectures using multimedia (audio,

video and graphical material) can be more challenge than creating ordinary lessons".

Statement Fifteen

The calculated value of the median for the respondents' answers of the fifteenth statement is (5). This value means that, most of the respondents' are strongly agreed with that "The use of multimedia in the classroom requires extra time to plan learning activities".

The calculated value of the median for the respondents' answers about the all statements that related to the third hypothesis is (5). This value, in general, means that most of the respondents' have strongly agreed with all what mentioned about the third hypothesis.

Table (4.36) Chi-square test results for respondents' answers about the statements of the third hypothesis

No	Statements	Degree of freedom	Chi-square
1	Implementing multimedia technology in English class can make English class vivid and interesting	3	20.67
2	The use of multimedia in the classroom successfully only if there is adequate teacher training in uses of technology for learning	2	16.20
3	I always incorporate multimedia (video, music and pictures) into my lessons on a regular basis	2	34.20
4	Preparing lectures using multimedia audio, video and graphical materials can be more challenging than creating ordinary lessons.	2	21.40
5	The use of multimedia in the classroom requires extra time to plan learning activities	3	29.20

Table (4.36) has shown that

Statement Eleven

The calculated value of chi-square for the significance of the differences for the respondents' answers in the eleventh statement was (20.67) which is greater than the tabulated value of chi-square at the degree of freedom (3) and the significant value level (1%) which was (11.34).That means there is

significant differences that are statistically significant differences of the sample for agree.

Statement Twelve

The calculated value of chi-square for the significance of the differences for the respondents' answers in the twelfth statement was (16.20) which is greater than the tabulated value of chi-square at the degree of freedom (2) and the significant value level (1%) which was (11.34). That means there is significant differences that are statistically significant differences of the sample for agree.

Statement Thirteen

The calculated value of chi-square for the significance of the differences for the respondents' answers in the thirteenth statement was (34.20) which is greater than the tabulated value of chi-square at the degree of freedom (2) and the significant value level (1%) which was (11.34). This value means that, most of the respondents' are agreed with the statement.

Statement Fourteen

The calculated value of chi-square for the significance of the differences for the respondents' answers in the fourteenth statement was(21.40) which is greater than the tabulated value of chi-square at the degree of freedom (2)

and the significant value level (1%) which was (11.34). This value means that, most of the respondents' are agreed with the statement.

Statement Fifteen

The calculated value of chi-square for the significance of the differences for the respondents' answers in the fifteenth statement was (29.20) which is greater than the tabulated value of chi-square at the degree of freedom (3) and the significant value level (1%) which was (11.34). This value means that, most of the respondents' are agreed with the statement.). This value means that, most of the respondents' are agreed with the statement

The first hypothesis (students' questionnaires)

"Multimedia facilitate EFL teaching and learning processes".

Table (4.37)

No	Statements	Median	Result
1	Using multimedia technology in EFL classes stimulate students ' motivation	5	Strongly agree
2	Using multimedia in EFL classes grasp students' attention.	5	Strongly agree
3	English classes based on videos , short films and CDs can be helpful for developing English language skills	5	Strongly agree
4	Multimedia creates vivid , authentic and attractive environment for EFL tertiary level students	5	Agree
5	Lectures seem more understandable and memorable when the teacher uses power point presentation	5	Strongly agree

Table (4.37) has shown that

Statement Sixteen

The calculated value of the median for the respondents' answers of the eleventh statement is (5). This value means that, most of the respondents' are strongly agreed with that "Using multimedia technology in EFL classes stimulate students' motivation".

Statement Seventeen

The calculated value of the median for the respondents' answers of the twelfth statement is (5). This value means that, most of the respondents' are strongly agree with that "Using multimedia in EFL classes grasp students' attention".

Statement Eighteen

The calculated value of the median for the respondents' answers of the thirteenth statement is (5). This value means that, most of the respondents' are strongly agreed with that "English classes based on videos, short films and CDs can be helpful for developing English language skills".

Statement Nineteen

The calculated value of the median for the respondents' answers of the fourteenth statement is (5). This value means that, most of the respondents' are agree with that "Multimedia creates vivid, authentic and attractive environment for EFL tertiary level students".

Statement Twenty

The calculated value of the median for the respondents' answers of the fifteenth statement is (5). This value means that, most of the respondents' are strongly agreed with that "Lectures seem more understandable and memorable when the teacher uses power point presentation".

The calculated value of the median for the respondents' answers about the all statements that related to the third hypothesis is (5). This value, in general, means that most of the respondents' have agreed with all what mentioned about the third hypothesis.

Table (4.38) Chi-square test results for respondents' answers about the statements of the first hypothesis

No	Statements	Degree of freedom	Chi-square
1	Using multimedia technology in EFL classes stimulate students ' motivation	3	23.20
2	Using multimedia in EFL classes grasp students' attention.	4	17.33
3	English classes based on videos , short films and CDs can be helpful for developing English language skills	4	19.33
4	Multimedia creates vivid , authentic and attractive environment for EFL tertiary level students	4	15.67
5	Lectures seem more understandable and memorable when the teacher uses power point presentation	4	23.87

Table (4.38) has shown that

Statement Sixteen

The calculated value of chi-square for the significance of the differences for the respondents' answers in the eleventh statement was (23.20) which is greater than the tabulated value of chi-square at the degree of freedom (3) and the significant value level (1%) which was (11.34). That means there is significant differences that are statistically significant differences of the sample for agree.

Statement Seventeen

The calculated value of chi-square for the significance of the differences for the respondents' answers in the twelfth statement was (17.33) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which was (13.28). That means there is significant differences that are statistically significant differences of the sample for agree.

Statement Eighteen

The calculated value of chi-square for the significance of the differences for the respondents' answers in the thirteenth statement was (19.33) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which was (11.34) . This value means that, most of the respondents' are agreed with the statement.

Statement Nineteen

The calculated value of chi-square for the significance of the differences for the respondents' answers in the fourteenth statement was (15.67) which is greater than the tabulated value of chi-square at the degree of freedom (3) and the significant value level (1%) which was (11.34). This value means that, most of the respondents' are agreed with the statement.

Statement Twenty

The calculated value of chi-square for the significance of the differences for the respondents' answers in the fifteenth statement was (23.87) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which was (11.34). This value means that, most of the respondents' are agreed with the statement.). This value means that, most of the respondents' are agreed with the statement.

The second hypothesis

"Using multimedia technologies in English class activate collaboration among students"

Table (4.39)

No	Statements	Median	Result
1	EFL multimedia classes allow students opportunity to collaborate and complete a project or assignment in relaxing environment	5	Strong agree
2	Multimedia in EFL classes can foster class interactivity	3	Agree
3	Learning with multimedia develops interaction between learners.	2	Agree
4	Multimedia applications facilitate group work to learn from each other	3	Agree
5	Videos with subtitles expand students' vocabulary	5	Strong agree

Table (4.39) has shown that

Statement Twenty one

The calculated value of the median for the respondents' answers of the sixth statement is (5). This value means that, most of the respondents' are agreed with that "EFL multimedia classes allow students opportunity to collaborate

and complete a project or assignment in relax environment".

Statement Twenty two

The calculated value of the median for the respondents' answers of the seventh statement is (3). This value means that, most of the respondents' are agreed with that "Multimedia in EFL classes can foster class interactivity".

Statement Twenty three

The calculated value of the median for the respondents' answers of the eighth statement is (2). This value means that, most of the respondents' are agreed with that "Learning with multimedia develops interaction between learners".

Statement Twenty four

The calculated value of the median for the respondents' answers of the ninth statement is (3). This value means that, most of the respondents' are agreed with that "Multimedia applications facilitate group work to learn from each other".

Statement Twenty five

The calculated value of the median for the respondents' answers of the tenth statement is (5). This value means that, most of the respondents' are agreed with that "Videos with subtitles expand students' vocabulary".

The calculated value of the median for the respondents' answers about the all statements that related to the second hypothesis is (4). This value, in general, means that most of the respondents' have agreed with all what mentioned about the second hypothesis.

Chi-square test results for respondents' answers about the statements of the second hypothesis

Table (4.40)

No	Statements	Degree of freedom	Chi-square
1	EFL multimedia classes allow students opportunity to collaborate and complete a project or assignment in relaxing environment	4	18.00
2	Multimedia in EFL classes can foster class interactivity	3	14.85
3	Learning with multimedia develops interaction between learners.	3	21.15
4	Multimedia applications facilitate group work to learn from each other	2	18.25
5	Videos with subtitles expand students' vocabulary	4	16.52

Table (4.40) has shown that

Statement Twenty one

The calculated value of chi-square for the significance of the differences for the respondents' answers in the eleventh statement was (18.00) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which was (11.34) That means there is significant differences that are statistically significant differences of the sample for agree.

Statement Twenty two

The calculated value of chi-square for the significance of the differences for the respondents' answers in the twelfth statement was (14.85) which is greater than the tabulated value of chi-square at the degree of freedom (3) and the significant value level (1%) which was (11.34). That means there is significant differences that are statistically significant differences of the sample for agree.

Statement Twenty three

The calculated value of chi-square for the significance of the differences for the respondents' answers in the thirteenth statement was (21.15) which is greater than the tabulated value of chi-square at the degree of freedom (3) and the significant value level (1%) which was (11.34). This value means that, most of the respondents' are agreed with the statement.

Statement Twenty four

The calculated value of chi-square for the significance of the differences for the respondents' answers in the fourteenth statement was (18.25) which is greater than the tabulated value of chi-square at the degree of freedom (2) and the significant value level (1%) which was (11.34). This value means that, most of the respondents' are agreed with the statement.

Statement Twenty five

The calculated value of chi-square for the significance of the differences for the respondents' answers in the fifteenth statement was (16.52) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which was (11.34). This value means that, most of the respondents' are agreed with the statement.). This value means that, most of the respondents' are agreed with the statement.

The third hypothesis

"**Multimedia helps EFL Sudanese teachers to plan, prepare and implement educational activities efficiently".**

Table (4.41)

No	Statements	Median	Result
1	Integrating multimedia every time multimedia in EFL lessons make the students interesting and enjoyable	5	Agree
2	Computer-based lessons make students more interesting and effective than traditional lessons	5	Strong agree
3	Using CD-audios in teaching listening develop listening skills and improve students' pronunciation	5	Agree
4	): In multimedia classes, students are concentrate better on learning activities than ordinary classes	5	Strong agree
5	Multimedia technologies offering teachers the ability to design curriculum in advanced with regards to differentiation	5	Strong agree

Table (4.41) has shown that

Statement Twenty six

The calculated value of the median for the respondents' answers of the eleventh statement is (5). This value means that, most of the respondents' are strongly agreed with that "Integrating multimedia every time in EFL lessons make the students interesting and enjoyable".

Statement Twenty seven

The calculated value of the median for the respondents' answers of the twelfth statement is (5). This value means that, most of the respondents' are strongly agree with that "Computer-based lessons make students more interesting and effective than traditional lesson s".

Statement Twenty eight

The calculated value of the median for the respondents' answers of the thirteenth statement is (5). This value means that, most of the respondents' are strongly agreed with that "Using CD-audio in teaching listening develop listening skills and improve students' pronunciation".

Statement Twenty nine

The calculated value of the median for the respondents' answers of the fourteenth statement is (5). This value means that, most of the respondents' are strongly agree with that "In multimedia classes, students are better concentrate on learning activities than ordinary classes".

Statement Thirty

The calculated value of the median for the respondents' answers of the fifteenth statement is (5). This value means that, most of the respondents' are strongly agreed with that "Multimedia technologies offering teachers the ability to design curriculum in advanced with regards to differentiation". The calculated value of the median for the respondents' answers about the all statements that related to the third hypothesis is (5). This value, in general, means that most of the respondents' have strongly agreed with all what mentioned about the third hypothesis.

The third hypothesis

Table (4.42)

No	**Statements**	Degree of freedom	**Chi-square**
1	Integrating multimedia every time multimedia in EFL lessons make the students interesting and enjoyable	3	23.44
2	Computer-based lessons make students more interesting and effective than traditional lessons	4	20.00
3	Using CD-audios in teaching listening develop listening skills and improve students' pronunciation	4	21.70
4	In multimedia classes, students are concentrate better on learning activities than ordinary classes	3	17.59
5	Multimedia technologies offering teachers the ability to design curriculum in advanced with regards to differentiation	3	26.33

Table (4.42) has shown that

Statement Twenty six

The calculated value of chi-square for the significance of the differences for the respondents' answers in the eleventh statement was (23.44) which is greater than the tabulated value of chi-square at the degree of freedom (3) and the significant value level (1%) which was (11.34).That means there is significant differences that are statistically significant differences of the sample for agree.

Statement Twenty seven

The calculated value of chi-square for the significance of the differences for the respondents' answers in the twelfth statement was (20) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which was (13.28). That means there is significant differences that are statistically significant differences of the sample for agree.

Statement Twenty eight

The calculated value of chi-square for the significance of the differences for the respondents' answers in the thirteenth statement was (21.70) which is greater than the tabulated value of chi-square at the degree of freedom (4)

and the significant value level (1%) which was (11.34). This value means that, most of the respondents' are agreed with the statement.

Statement Twenty nine

The calculated value of chi-square for the significance of the differences for the respondents' answers in the fourteenth statement was (17.59) which is greater than the tabulated value of chi-square at the degree of freedom (3) and the significant value level (1%) which was (11.34). This value means that, most of the respondents' are agreed with the statement.

Statement Thirty

The calculated value of chi-square for the significance of the differences for the respondents' answers in the fifteenth statement was (26.33) which is greater than the tabulated value of chi-square at the degree of freedom (3) and the significant value level (1%) which was (11.34). This value means that, most of the respondents' are agreed with the statement.). This value means that, most of the respondents' are agreed with the statement.

4.4 Discussion In The Light Of Result

Question One and Hypothesis One

Question 1 To what extent does technology facilitate the EFL teaching and learning processes?

Hypothesis 1 Multimedia facilitate EFL teaching and learning processes.

Statement 1,2,3,4 and 5 were phrased to elicit whether the teachers in tertiary level know that multimedia facilitate EFL teaching and learning processes. The majority of respondents chose the options (strongly agree and agree) this indicates that the majority of the respondents aware that multimedia facilitate EFL teaching and learning processes. According to statistical analysis that concerning the questionnaire the results and percentages obviously show that the responses towards the statements are positive. Based on statements 1,2,3,4 and 5 the results show that most of teachers chose (strongly agree), this prove that tertiary level teachers aware that multimedia facilitate EFL teaching and learning processes.

Question Two and Hypothesis Two

Question 2 What is the relationship existed there between multimedia technologies and learners' collaboration?

Hypothesis 2 Multimedia technologies give students opportunities to collaborate.

According to statistical analysis in chapter four which related to the questionnaire result there are three statement obtained high positive percentage that great extent serve the hypothesis 2.

Question Three and Hypothesis Three

Question 3 To what degree do EFL Sudanese teachers make use of multimedia technologies?

Hypothesis 3 Multimedia help EFL Sudanese teachers to plan, prepare and implement educational activities efficiently.

Referring to statistical analysis shown in chapter four which concerning the questionnaire statements, it has been noticed that high percentages of participants show agreement responses towards the questionnaire which supports hypothesis 3 positively.

4.5 Summary of the Chapter

The findings examined in this chapter will be supported with discussions and explantion in the next chapter while recommenadtions for future research topics will be given as a conclusion to this study.

CHAPTER FIVE

SUMMARY, FINDINGS, RECOMMENDATIONS, AND CONCLUSION

5.0 Introduction

This chapter includes the analysis and discussion of data to the three study questions and the hypotheses. Moreover, it presents the conclusions of the study. Finally, the chapter concludes with recommendations and suggestions for future research.

5.1 Findings

The study is proposed to investigate the impact of EFL multimedia technologies on tertiary level students' motivation. A descriptive study was carried out and the result are analyzed and discussed in relation to the hypotheses. As the analysis and discussion in the chapter show the following findings resulted from the study:

1.Tertiary level teachers assured that multimedia facilitate EFL teaching

2.and learning processes.

3.Multimedia technologies assist EFL Sudanese teachers to plan, prepare and implement educational activities efficiently.

4.English foreign language classes with multimedia boost students' collaboration.

5.2 Recommendations

Basing on the findings of this study, the researcher suggests a number of recommendations to be taken into consideration by other researchers:

1-Multimedia should be included in English language curriculum, creating a lively classroom atmosphere and facilitating learning.

2-Instructors at universities should focus on the importance of using multimedia and should use authentic and interactive activities for maximum success in EFL classrooms.

3- EFL instructors should not think that using multimedia is the only solution for good motivation; lessons should be based on well-designed technological classrooms and pedagogical considerations.

4-Using multimedia technology in learning a second language has become a real necessary nowadays.

5-The use of multimedia technology as a tool of learning can make students more creative, autonomous and collaborative than in classroom where technology is not accessible to students (Raihan and Lock, 2012, p 33).

6-Teachers are recommended to be more cooperative supportive to smooth the process and give students chance to be active and interactive.

5.3 Suggestions for Future Research

The researcher suggests some topics which can be investigated

1-Investigating the advantages and disadvantages of using multimedia in EFL classrooms.

2-Teachers need to pay attention to the importance of using multimedia in classes as effective tools in teaching and learning processes.

3-Teachers should offer additional materials, stimulus, and motivation to the students.

5.4 Conclusion

The purpose of using multimedia technology in language teaching is to promote students' motivation and learning interest in English language .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. Teachers should first determine what outcomes they are trying to achieve and select elements well suited for these outcomes. By implementing multimedia technology in EFL classrooms, students are become highly motivated and they will achieve their desired learning outcomes. In conclusion, it can be said that university instructors assured that multimedia facilitate teaching and learning processes. When multimedia technology is used in the classroom, students were more creative, autonomous and collaborative than where multimedia technology is not accessible to students.

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Appendix (1)

EFL TEACHERS' QUESTIONNAIRE

Dear Teachers,

This study mainly focuses on the impact of EFL multimedia technologies on tertiary level students' motivation. The study is submitted in fulfillment of the requirements for PhD degree in English language teaching (ELT). Rest assured that all information gained from this study will be dealt with confidentiality. The results of this study will only be used for academic purposes .Kindly spend some of your time to fulfill it.

Please choose your level of agreement or disagreement with each of these statements and then put a tick mark in the box of your choice (✓)

Hypothesis One: 1-Multimedia facilitate EFL teaching and learning processes.

Statements	Responses				
	Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
1- Lectures are more enjoyable and interesting when teacher uses power point presentation.					
2- Using multimedia technology in EFL					

lessons can increase students' motivation.					
3- Computer-based lessons are much more effective than traditional lessons.					
4- Bringing multimedia into the classroom provides instant results and feedback for both students and teachers.					
5- Teaching with multimedia foster cognitive aspects of learning such as information processing and understanding.					

Hypothesis Two:2- Multimedia technologies give students opportunity to collaborate.

Statements	Responses				
	Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
1-Implementing multimedia in the classroom promote students' collaboration.					
2-Integrating multimedia (audio-visual) in EFLclasses improve interaction among students and between teachers and students.					
3-In multimedia EFL classroom students collaborate with their classmate to complete a project in a relaxing environment.					
4-Bringing short films and videos in EFL classes improve students' pronunciation and interaction.					
5-Lectures with multimedia provide students with opportunity to represent and express their prior					

knowledge.					

Hypothesis Three: 3- Multimedia help EFL Sudanese teachers to plan, prepare and implement educational activities efficiently.

Statements	Responses				
	Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
1- Implementing multimedia technology in English class can make English class vivid and interesting.					
2-The use of multimedia in the classroom successfully only if there is adequate teacher training in uses of technology for learning.					
3- I always incorporate multimedia (video, music and pictures) into my lessons on a regular basis.					
4- Preparing lectures using multimedia audio , video and graphical materials can be more challenging than creating ordinary lessons.					
5- The use of multimedia in the classroom requires extra time to plan					

learning activities.					

Appendix (2)

EFL STUDENTS' QUESTIONNAIRE

Dear learners,

This study mainly focuses on the impact of EFL multimedia technologies on tertiary level students' motivation. The study is submitted in fulfillment of the requirements for PhD degree in English language teaching (ELT). Rest assured that all information gained from this study will be dealt with confidentiality. The results of this study will only be used for academic purposes .Kindly spend some of your time to fulfill it. Please choose your level of agreement or disagreement with each of these statements and then put a tick mark in the box of your choice (✓):

Hypothesis One: 1-Multimedia facilitate EFLteaching and learning process.

Statements	Responses				
	Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
1- Using multimedia technology in EFL classes stimulate students ' motivation .					
2 Using multimedia in EFL classes grasp students' attention.					
3 Lectures seem more understandable and memorable when the teacher					

uses power point presentation.					
4- English classes based on videos , short films and CDs can be helpful for developing English language skills .					
5- Multimedia creates vivid , authentic and attractive environment for EFL tertiary level students.					

Hypothesis Two: 2-Multimedia technologies give students opportunities to collaborate.

Statements	Responses				
	Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
1. EFL multimedia classes allow students opportunity to collaborate and complete a project or assignment in relaxing environment.					
2. Multimedia in EFL classes can foster class interactivity.					
3. Learning with multimedia develops interaction between learners.					
4- Multimedia applications can be used to facilitate group work to learn from each other.					
5. Videos with subtitles expand students' vocabulary					

Hypothesis Three: 3 – Multimedia help EFL Sudanese teachers to plan, prepare and implement educational activities efficiently.

Statements	Responses				
	Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
1. Integrating multimedia every time in EFL lessons make the students interesting and enjoyable.					
2- Computer-based lessons make students more interesting and effective than traditional lessons.					
3. Using CD-audios in teaching listening develop listening skills and improve students' pronunciation.					
4. In multimedia classes, students are concentrate better on learning activities than ordinary classes.					
5. Multimedia technologies offering teachers the ability to design curriculum in advanced with regards to differentiation.					

List of Reviewers

No	Name	Rank	Institute
1	Prof. Abdelmahmoud Idreas	Associate professor	Shagraa university
2	Prof. Farouq Mohamed Alhaj	Associate professor	Ahfad university for Women
3	Dr. Alsadiq Alnadeef	Associate professor	Alzaeimm Alazhari university
4	Dr. Abbas Hussein	Associate professor	Algasim University (KSA)
5	Dr. Hafiz Alwali	Associate professor	Modern College of Business and Science (Oman)