Teachers' perceptions of the use of multimedia in teaching English in official and non-official language learning settings

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Abstract

The present study enquired into EFL teachers' attitudes and perceptions toward multimedia techniques (MTs). To do so, a three-phase study was designed. The first phase aimed at designing and validating the '*EFL Teachers' Attitudes and Perceptions of the Use of Multimedia'* scale. The scale comprised 18 items measuring teachers' attitudes to multimedia and 9 items measuring their perceptions of multimedia. The results of validity and reliability estimates indicated that the scale has acceptable validity and reliability values. CFA yielded an amended version of the scale. The second phase employed the validated questionnaire in two drastically different settings of language learning − official (public high schools) vs. non-official (private language institutes) − which fluctuate in a range of perspectives. The findings of the second phase demonstrated significant differences between teachers' attitudes as well as their perceptions of practice toward multimedia in the two contexts.

Keywords: multimedia teaching; attitudes on multimedia teaching; perceptions of multimedia teaching; EFL teachers; high schools; language institutes

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1. Introduction

The use of technology in EFL classrooms has augmented rapidly since the commence of school computer in the 1970s (Eugene, 2006; Puma, Chaplinm, & Pape, 2000). Consequently, teachers today frequently explore and employ technology to facilitate teaching and learning process. Plethora of research has been conducted to investigate the impact of technology integration into the curriculum in language classes (Wong, 2004; Miner, 2004; Brodskaya & Thiele, 2004; Timucin, 2006; Eugene, 2006; Hixon, 2008).

It is obvious that teachers can play a crucial role in developing an optimal multimedia teaching application in their classes. Teacher's beliefs and attitudes may accelerate or impede the success of any educational reform (Woodrow, 1991). Teachers are highly influenced by their beliefs (Dogruer, Menvis, & Eyyam, 2010). Beliefs and perceptions are often described as propositions of mind that determines individuals' behaviors, from both psychological and educational perspectives (Debreli, 2011; Ghanizadeh & Jahedizadeh, 2015). There are different definitions for the concept of teachers' beliefs with some communal qualities for this concept. As it refers to a subset of a group of constructs that name, define, and describe the structure and content of mental states that are thought to drive actions, so beliefs have the capability of influencing both teachers' professional development and classroom practices (Zheng, 2009).

Teachers' attitudes can also impact motivation of the learners. So it is important for EFL teachers to sustain and promote positive attitudes toward the English language and to reflect this positivity in their classroom (Gursoy, 2013). Positive attitudes toward a language facilitate its learning while maintaining negative attitudes acts as psychological barrier against the learning of that foreign language (Dornyei, 1998; Dornyei & Csizer, 2002). A number of researchers have studied the dispositions and attitudes of English teachers in Iran. Azizinezhad et al. (2012) carried out a study to investigate the attitudes and teaching techniques of Iranian EFL teachers in small and large classes. They concluded that all teachers used more teaching techniques in small classes than large classes regardless of their gender, being expert or novice, and education degree. Moreover, there was not any significant difference between the attitudes of novice or non-professional and experienced or professional teachers in using teaching techniques in their different class sizes.

Another study done by Akbari and Razavi (2015) explored the attitudes of 57 Iranian EFL teachers towards using authentic materials in teaching. The results indicated that the internet and TV would be the most used sources for obtaining authentic materials. Using technology in teaching provides qualified access and exposure to linguistic and cultural materials and enhances access more efficiently than a single medium alone (Hanson-Smith, 1999; Thorton & Dudley, 1996). These kinds of materials provide a natural and context-rich linguistic and cultural situation that enables the learners to access authentic target language reflecting cultural changes more effectively than printed sources (Bacon & Finnemann, 1990; Hanson-Smith, 1999; Kitajima & Lyman-Hager, 1998; Lafford & Lafford, 1997; Lee, 1998; Weyers, 1999).

Multimedia technology is probably one of the most exciting innovations in the information age. The rapid growth of multimedia technologies over the last decade has brought about fundamental computing, entertainment, and education (Norhayati & Siew, 2004). The theory of multimodality (Kress & van Leeuwen, 2001; Kress, 2003) has been the basis for the contention that the simultaneous processing of different modes of text, image, sound and gesture in visual texts is a different function from the linear, sequential reading of print-based texts.

Multimedia has the potential to create high quality learning environments. With the capability of creating a

more realistic learning context through its different media and allowing a learner to take control, interactive multimedia can provide an effective learning environment to different kinds of learners (Margie & Liu, 1996). Multimedia can provide a sensory and real learning experience and offer greater opportunity for learning (Lindfor, 1997, as cited in Parveen & Rrajesh, 2011). As Gimbert and Cristol (2004) stated, technology integration has an influence on teacher perception and lesson planning. Factors affecting teachers' use and perceptions of technology have also been widely researched. Gimbert and Cristol (2004) cited from theorists who claimed that technology can be a means for enhancing instruction through "scaffolding students' concrete learning". Jonassen (1999), for example, asserted that ICT promotes active learning and higher-order thinking, while encouraging interactive learning and contemplation over the content. Using technology in teaching can also be used as a tool for curriculum differentiation, provides opportunities to adapt the learning content and tasks to the needs and capabilities of each individual pupil and provides individually tailored feedback (Smeets & Mooij, 2001).

Studies on multimedia have also paid attention to perceptions of teachers toward using technology in teaching English. For example, Açıkalın (2009) surveyed 37 pre-service school teachers' views on the use of the internet and concluded that nearly 30% of the participants contained positive feedbacks to conditions regarding the use of the internet in classes. In another study, Aydın (2007) researched the attitudes of 115 Turkish pre-service EFL teachers towards the internet as an educational tool. It was found that majority of the participants perceived the internet positively, articulating its efficiency in gaining information. A study by Ubogu (2006) substantiated the view that multimedia resources facilitate access to all human knowledge, anytime, and anywhere in a friendly, multi-modal, efficient and effective way, by overcoming barriers of distance, language and culture.

Previous research has also studied the relationship between teachers' perceptions of the use of technology and integration of it in their classes. Eugene (2006) explored how teachers' attitudes and beliefs can influence on the integration of technology in their classes. To do this, thirty-two teachers responded to a questionnaire measuring their attitudes and beliefs about teaching with technology. A classroom observation technique was also used to find out how teacher's beliefs and attitudes may associate with their teaching practices and the implementation of technology. The study found that there was a discrepancy between teacher's beliefs and their actual instructional practices of integrating technology.

In another study, Simonson (2004) investigated the beliefs of 103 bilingual elementary school teachers by a questionnaire toward the utilization of technology when incorporating cultural components of the curriculum. It was reported that the utilization of technology is related to teachers' beliefs and attitudes. It was revealed that many bilingual teachers believed that using technology in teaching process might assist them to incorporate cultural issues to explain important points.

The multimedia is a subtitle of technology, and it refers to computer-mediated information that is presented concurrently in more than one medium. The core of multimedia teaching is using the computer based on the current information and creating a platform of exchanges and communication between teachers and students through sound and text. In this way, teaching effectiveness and quality can be improved based on specific and three-dimensional teaching (Weiyan, 2008).Researchers have shown that an interactive learning environment can generate effective instruction and learning system (Harper & Hedberg, 1997; Sims, 1998; Shinde, 2003; Khodadady & Ghanizadeh, 2011). Bayhan et al. (2002) explored the use of computers at home to develop mathematical ideas and reported that there were considerable potentials for computer games to support such learning.

Similar research studies showed that kids who are exposed to the computer and Internet at home for education can have better chances of understanding basic learning skills, such as the basics of Math and Alphabets. This early exposure to technology may offer new potentials for both children and the pedagogy in early childhood settings. Simpson (1999) in a study found that 64% of the teacher educators used ICT in the

production of traditional resources of overhead transparencies and handouts using standard word processing package; 27% indicated that they made use of and had experience with more powerful communication and presentation software; 32% incorporated the use of any ICT software into the lectures.

Stitch's (2003) study showed that the use of animation in teaching cell biology and all fields of biology are beneficial. It was found that scalable interactive animation with hot keys and rollover helps to enhance the learning in effective way. According to Runschoff and Wolff (1999), multimedia learning should be process-oriented, task-based, and project-focused. It should also be based on the principles of authenticity, social learning, and autonomy in language learning. Learners should be encouraged to use multimedia technology in a manner that permits them to develop problem solving skills and language learning strategies, as well as self-evaluation mechanisms (Richter, 2000).

The advantages associated with technology-enhanced learning also pertain to language education. The most striking benefit of multimedia information systems for language learning lies in the fact that they integrate and instruct writing, reading, listening, and speaking skills concurrently as putting at learners' disposal a broad range of learning aids and linguistic resources (Mitschian, 1997). Funkhouser (2003) pointed to the fact that even very guided tutorial multimedia CDROM combine text, video, and audio and involve learning and teaching activities ranging from dialogue work, vocabulary training, and listening skills in one medium.

Drawing from different justifications for teachers and students' interests to implement multimedia in teaching and learning English process, the present study investigates teachers' attitudes toward using multimedia as well as their perceptions of practices in official and non-official settings for EFL teaching in Iran. To do so, the following research questions are addressed in this study:

Q1. Is 'EFL teachers' attitudes and perceptions of the use of multimedia' scale a valid and reliable tool?

Q2. Is there any significant difference between EFL teachers' attitudes and perceptions of MTs across Official and Non-official contexts?

2. Method

This research was designed in two phases. In the first phase, an instrument measuring 'EFL teachers' attitudes to multimedia' as well as their 'perceptions of multimedia-based teaching ' was designed and validated. Then, it was administered to a group of Iranian EFL teachers to determine its validity and internal consistency. In the second phase of the study, the validated scale was employed in two different English learning contexts in Iran, namely, high schools and language institutes to explore disparities in teachers' attitudes and perceptions of MTs.

The participants of the study comprised 140 EFL teachers (70 high school teachers, 70 institute teachers) teaching English in Mashhad, a city in northeast of Iran. The school and institute teachers' attitudes and perception toward MT were evaluated by a questionnaire which was designed and distributed among high school and institute teachers to determine the validity and reliability estimates. For the purpose of receiving reliable data, the researchers explained the aim of completing the questionnaires and assured the participants that their answers would be confidential; furthermore, the questionnaires were coded numerically and the participants were asked to answer it anonymously.
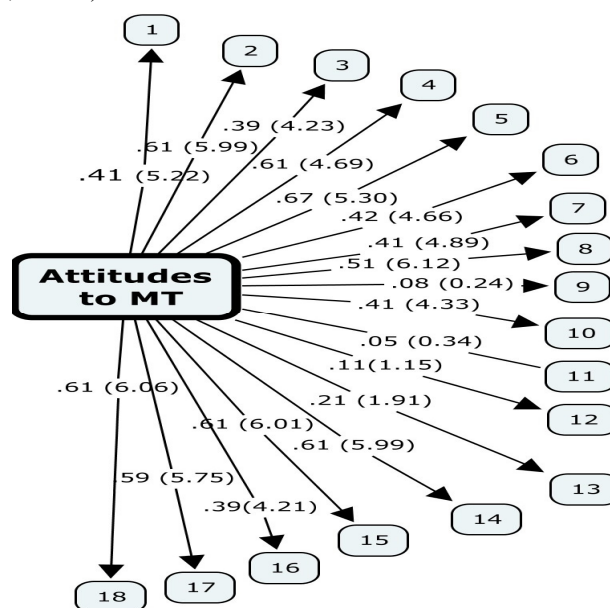
3. Results

3.1 Phase 1

The first phase of the present study included an array of different steps to design and validate the *'EFL Teachers' Attitudes and Perceptions toward the Use of Multimedia*' scale. The researchers adopted Ghanizadeh

and Heidarnejad's (2015) scale measuring EFL teachers' attitudes and perceptions of critical thinking'. Based on the conceptualization of MT, the scale was modified to accommodate multimedia definition and areas of application. The scale comprised 27 items measuring two separate modules: the first module consisted of 18 items seeking to elicit teachers' attitudes toward MT. Sample items include 1) (MT) is essential to be incorporated in schools, 2) EFL teachers are responsible for using MTs to improve English skills,3) MTs can be used as assistance in teaching process. The items were arranged on a 5-point Likert ranging from 'strongly agree' to ' strongly disagree'. The second module comprised 9 items exploring teachers' perceptions toward multimedia teaching in associated practices. Sample items are: 1) I develop MTs in my teaching process; 2) We can improve students' motivation by using MTs 3) We can use MTs to evaluate students and what they have learned in varied situations. Having written the questionnaire, a group of experts (a psychometrician, and two English teachers) evaluated the quality of items in terms of clarity and comprehensiveness.

The designed questionnaire was administered to 140 EFL teachers. Implementing the experts' views and revision resulted in a more refined and comprehensible version of the scale. To determine the validity of the scale, a confirmatory factor analysis (CFA) utilizing the LISREL 8.50 statistical package was performed. Each module went through CFA separately. A number of fit indices were examined to evaluate the model fit: the chi square which should be non-significant, the chi square/*df* ratio which should be lower than 2 or 3, the root mean square error of approximation (*RMSEA*) of about .06 or .08, and the normed fit index (*NFI*) and the good fit index (*GFI*) with the cut value greater than .90 (Schreiber, Amaury, Stage, Barlow, & King, 2006). The structural model for 'Attitudes to MT' is presented in Figure1.

As indicated by Figure 1, the chi-square/*df* ratio (2.12) and the *RMSEA* (.072) reached the acceptable fit thresholds. The other fit indices− *GFI* (.88), *NFI* (.86), and *CFI* (.89) were also very close to the acceptable criteria. The indices on the lines indicate the standardized estimates and *t*-values, respectively. The first one is the standardized coefficient (*β*) which demonstrates the factor loading of each item with respect to the corresponding factor and presents an easily grasped picture of effect size. The closer the magnitude to 1.0, the higher the correlation and the greater the factor loading of the item is. The magnitude of lower than 0.30 is an indication of weak factor loading; in such cases the item must be revised or discarded. The second measure is the *t*-value (t); if *t*> 2 or *t*< -2, we call the result statistically significant. As the figure demonstrates, all items had accepted factor loadings except items number 9(*β*=.08, *t*= .24) number 11 (*β*=.05, *t*= .34) and number 12 (*β*= .11, *t*=1.15) and number 13 (*β*= .21, *t*=1.91).

$\chi 2$= 422, *df*= 199, *RMSEA*=. 071, *GFI*=.88, *NFI*=.86, *CFI*= .89

Figure 1. The schematic representation of attitudes to MTs and the corresponding items

These four items which did not demonstrate good factor loading were omitted from the model. This resulted in a refined version of the scale comprising 14 items. Identical analysis was performed for the second module. The structural model for 'Perceptions of MT' is shown in Figure 2. As indicated by Figure 2, the chi-square/df-ratio (2), the *RMSEA* (.071), *GFI* (.89), *CFI* (.89), and *NFI* (.90) all reached the acceptable fit thresholds. To check factor loadings of items, β and t values were examined. It was revealed that all items had accepted factor loadings.
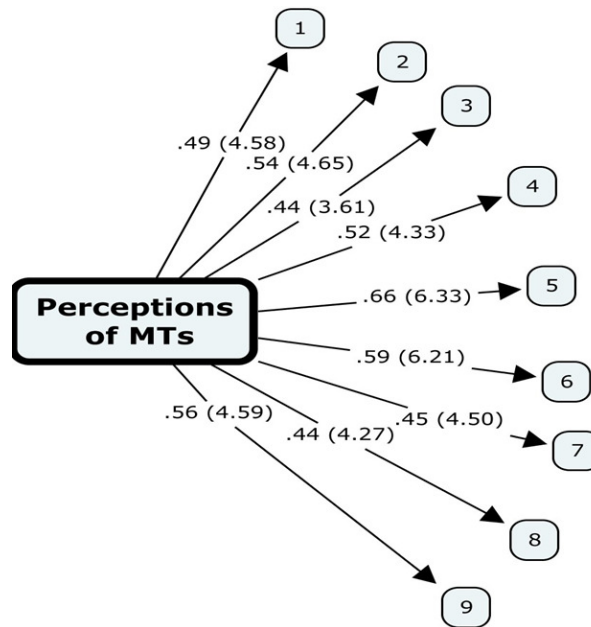
$\chi2= 301$, $df= 145$, *RMSEA=*. 070, *GFI=*.89, *NFI=*.90, *CFI=* .89

Figure 2. The schematic representation of perception of MTs and the corresponding items

The reliability estimates computed via the Cronbach's alpha for the first module (comprising 14 items) and the second module (comprising 9 items) were found to be .79 and .86, respectively.

3.2 Phase 2

To decide whether teachers' attitudes and perceptions of MTs differ across official (high schools/ denoted as setting 1) and non-official (language institutes/ denoted as setting 2) contexts, an independent-samples t-test was applied to the data. Table 1 summarizes the descriptive results of 'Attitudes to MTs in the two settings. As the table shows, the mean scores of Attitudes across the two settings are different: Setting 1 (*M*=49.60, *SD*=6.07), Setting 2 (*M*=54.02, *SD*=4.34).

Table 1

Descriptive Statistics of Attitudes toward MTs in Settings 1 and 2

	Groups	**N**	**Mean**	**Std. Deviation**	**Std. Error Mean**
Attitudes	1.00	70	49.6000	6.07299	.72586
To MT	2.00	68	54.0294	4.34336	.52671

To see whether this observed difference is significant statistically, an independent-samples t-test was run. The results of t-test are presented in Table 2. As the table indicates, there is a statistically significant difference between the two groups (high school teachers vs. institute teachers) regarding their Attitudes to MTs (t= -4.916, p<.05). This can be figured out by examining the magnitude of t which should be higher than that of critical t, and the amount of p-value which should be lower than 0.05.

Table 2

The Results of Independent T-Test for Determining Cross-contextual Differences in Attitudes toward MTs

	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Perceptions of MT	-4.916	136	.000	-4.42941	.90107

Identical analysis was performed for Perceptions of MT. The results of *t*-test are represented in Table 3. As the table 4 shows, the mean scores of Perceptions across the two settings are different: Setting 1 (*M*=34.11, *SD*=3.54), Setting 2 (*M*=36.88, *SD*=5.85).

Table 3

Descriptive Statistics of Perceptions toward MTs in Settings 1 and 2

	Groups	N	Mean	Std. Deviation	Std. Error Mean
Perceptions of	1.00	70	34.1143	3.54901	.42419
MT	2.00	68	36.8824	5.85529	.71006

Table 4 presents the results of *t*-test. As the table indicates, there is a statistically significant difference between the two groups regarding their Perceptions of MT (*t*= -3.369, *p*<.05).

Table 4

The Results of Independent T-Test for Determining Cross-contextual Differences in Perceptions of MT

	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error
Perceptions of MT	-3.369	136	.001	-2.76807	.82155
	-3.347	109.779	.001	-2.76807	.82711

4. Discussion and Conclusion

The primary aim of the present study was to design and validate a scale for assessing EFL teachers' attitudes toward MTs and their perceptions of MT-based practices. To do so, a 27- item questionnaire was designed based on Ghanizadeh and Heidarnejad's (2015) scale measuring EFL teachers 'attitudes and perceptions of critical thinking'. It consisted of two modules: the first module comprised 18 items seeking to elicit teachers' attitudes toward MT. The second module comprised 9 statements exploring teachers' perceptions of their own MT-based practices. The results of CFA and reliability estimates demonstrated that the scale had good model fit with the empirical data. In other words, the scale displayed acceptable validity and reliability indices.

In phase 2, the researchers employed the validated scale in two dramatically different channels for language learning in Iran to examine EFL teachers' attitudes and perceptions toward MTs in two different contexts of teaching. It was expected these two environments be different in some aspects, such as English learning objectives, teaching methods, teachers and learner roles, and the number of students in the classes. As it is expected, these differences in turn might influence teachers' attitudes and perceptions toward MTs. The results confirmed the hypothesis formulated in this study that teachers teaching at these two contexts have different attitudes and perceptions toward instructing and implementing activities, tasks, and practices which are believed to enhance MTs in language classes. In particular, it was found institute teachers tend to adopt more favorable attitudes to MTs as well as more affirmative perceptions of their MT- associated practices.

A similar finding was reported by Simonsson (2004) about bilingual teachers who reported different levels of use of technology according to their own language competence. In another study, Traore and Blankson (2011)

used audio-visual technologies in teaching English and found that it helped students to learn English more than other group using single technology. Ghanizadeh and Razavi (2015) carried out a study to investigate the impact of technology on language learning. They concluded that using different kinds of technology can have positive impacts on students' progress in different educational contexts in general. Utilizing ICT, for example, can facilitate teaching, learning, and evaluation. They also pointed out that multimedia technology can also create an authentic learning situation and motivate students towards learning. Their findings showed that modern technologies improve the quality of input, authenticity of communication, and provide more relevant and useful feedback.

In another study, Rostami, Akbari, and Ghanizadeh (2014) examined the role of technology-enhanced environments as manifested in Smart Schools in EFL learners' reading comprehension ability. In this study, experimental group was providing with Smart School software program. It was found that Smart Schools Programs have a positive and significant impact on learners' reading comprehension ability as well as on the retention of reading materials. Khiyabani (2014) conducted a study on the impact of multimedia on vocabulary in high schools in Iran. He investigated the effect of using multimedia on teaching vocabulary in grade two. The study attempted at identifying the significant difference in the achievement and retention of English vocabulary. Participants were 28 tenth grade students in high school in Kashmar, one of the towns of Khorasan Razavi in Iran. They were male students and all aged between 15 and 16. The findings suggested that using multimedia was more effective in acquisition and learning unknown vocabulary than traditional methods. It had a positive effect on the retention of vocabulary knowledge. Therefore, it was concluded that the use of multimedia provided the bridge to a deeper understanding.

Abuloum's (2006) study explored the effect of using multimedia in teaching English on student's achievement. The samples of that experimental study consisted of (150) students who were distributed into two groups, an experimental group and control one. The results of the study showed that there were statistically significant differences in mean scores between the two groups in favor of the experimental group. Jafari Hajati (2006) studied the design of smart schools in achievement, teacher role, student role, curriculum content, methods and human and material problems in Tehran. The results show that reaching to the goals of smart schools in secondary schools has been mediocre for teachers and high for students.

It is a fact that language teachers in Iran mostly teach according to informal analyses of the student's needs and their decisions in class is usually undermined not only by prescribed textbooks but also by other external pressures as well (Ghanizadeh & Heidarnejad, 2015). Garinger (2002) indicated that using textbooks only is not enough to meet students' needs, but teachers need to strike a balance between creative teaching and their texts. Official English teachers in Iran usually cannot choose a textbook which is in line with their students' needs, so their input is controlled by the prescribed curriculum and the process of teaching and learning is controlled by grade pressures from students, parents and school principals (Namaghi, 2015). High school teachers continue to use the grammar translation method through textbooks which lack listening and speaking activities and deploy grammatical exercises disguising as 'writing' activities (Hosseini, 2007).

Herman and Golan (1991; 1993) in their comparative study have reported that teachers in governmental schools which put high premium on test scores usually experience a lot of pressure to improve their students' scores from external sources more than teachers in institutes with less interest in quantitative student performance. On the other hand, parents and principals in institutes do not just expect good marks from students, but they also expect to see improvement in students' listening and speaking abilities. So, such demands in turn affect the teachers' perspective on what good teaching is all about, including what materials and exercises are deemed appropriate and necessary for the students.

Musavi (2001) claimed that English in Iranian governmental high schools is more grammar based and teachers put more stress on teaching grammar rather than teaching reading comprehension and communicative skills. He believed that teaching and learning English in these schools, did not satisfy the specified goals because

of many factors as, students' ignorance of aims and goals of learning a new language and its advantages, unqualified teachers and lack of teaching facilities, old methods and styles of teaching, old and unoriginal and out of date resources, lack of native speakers who have a good command of English and no TV programs or satellite to watch in English.

According to these facts, the finding of present study substantiated the fact that the English learning curriculum in Iranian high schools is derived from the traditional grammar translation approaches and is presented by the Ministry of Education. The syllabus is usually inflexible and uniform across the country. As Yang and Huang (2008) argued, although official teachers believed that students might benefit from the utilization of technology in instruction, they faced barriers such as lack of appropriate training workshops, lack of personal guidance and consultancy, lack of suitable instructional software, and hardware and time constraints that made integration difficult to implement. So, in governmental schools, teachers have the central role and learners are considered as receivers of information, listeners, and imitators and the teachers tends to impose rigid and less flexible ways of managing students and their concerns, and they stick to the course book and to their predetermined syllabi and are reluctant to embrace change and variety.

On the other hand, non-official English teachers (institutes) in Iran feel the most pressure from external forces such as from parents, institute principals, and students to teach more communicatively. Therefore, the demand to learn communicatively is much higher in institutes than in governmental schools. So, in this context teachers and learners work together, the boundaries between them are less formal and more inflexible, and they adopt more learner-centered approaches, in contrast to the classes conducted by traditional-oriented approaches. This in turn entails implementation of interactive tools such as multimedia and technology-based instruction.

Based on the findings of the present study, EFL teachers, particularly high school teachers, are recommended to take into account the significance of developing their teaching process according to MTs which can have an influential role in structuring activities and techniques which boost and promote EFL learners' achievement. As Hinson (2005) and ChanLin (2006) have pointed out using technology in teaching English will increase student's motivation, satisfy their curiosity and help them to accomplish various learning outcomes. Ogunbote and Adesoye (2006) expressed that MTs adds new dimension to learning experiences because concepts are easier to present and comprehend when the words are complemented with images and animations. Stating further that it has been established that learners retain more when a variety of senses are engaged in impacting knowledge; and the intensity of the experience aids retention and recall by engaging social, emotional and intellectual senses. A study by Ubogu (2006) supports the view that multimedia resources facilitate access to all human knowledge, anytime, and anywhere in a friendly, multi-modal, efficient and effective way, by overcoming barriers of distance, language and culture, and by using multiple Internet-connect devices. Multimedia has also been shown to elicit the highest rate of information retention and result in shorter learning time (Ng & Komiya, 2000). Omagbemi (2004) supporting this view expressed that access to multimedia information could stimulate changes and creates conductive learning environment and make learning more meaningful and responsive to the localized and specific needs of learners.

This result coincided with Schofield and Davidson's (2003) finding which indicated that students became more self-directed learners and gained more control over content when technology was used in classroom instruction. Wang (2002) pointed that using technology will provide teachers with valuable chance to review their teaching. ChanLin (2006) noted that teachers use technology to prepare tests, activities, and handouts because they want their teaching to be diverse and creative; so, using computer might be employed as a self-monitoring instrument to encourage students to make more creative efforts. Identical results have been reported in the field of English teaching. Ghanizadeh and Razavi (2015) conducted an experimental study to explore the effectiveness of using multimedia elements in teaching English. The results revealed that multimedia implementation has a positive and significant influence on learners' achievement as well as on their achievement goal orientations and motivation to learn.

This study showed that there is a need to conduct workshops for official teachers to improve their technology integration skills. Also, rewarding teachers who integrate technology in their classes will encourage more teachers in using technology to promote language teaching and learning. On the other hand, there is an urgent need to improve the quality of education in governmental schools to bridge the gap between official and non-official English teachers in their teaching, and multimedia instruction is considered as a necessary tool for this purpose. However, the presence of multimedia alone will not stimulate significant changes in official schools. Teachers are important ingredient in the implementation of multimedia instruction in education. Without the involvement of teachers, most students may not take advantage of all the available potential benefits of multimedia on their own. Teachers need to actively participate in the use of multimedia facilities. They have to be trained in the use of multimedia and in its integration in the classroom activities to enhance thinking and creativity among students. They must also learn to facilitate and encourage students by making them responsible for their own learning. Many of the current graduates were found to be lacking in creativity, communications skills, analytical and critical thinking and problem–solving skills (Teo & Wong, 2000; Tan, 2000).

It is worth highlighting that in-service teacher training programs can pave the way for providing official teachers with skills and knowledge necessary to implement technology in their classes. In other words, when teachers use multimedia in teaching English, it will produce the ideal situation for learners to become more involved in teaching and learning process. This would make them active participant in their own learning, instead of just being passive learners of the educational content. As Mayer's investigations indicated, using multi-modal instruction is more effective than using any single mode (Norhayati & Siew; 2004; Mayer, 1997). So, multimedia instruction, through the instructional possibilities does impact learning process. As the final remark, it may be easier for English teachers to accept their new roles as facilitators if they exploit the creative and collaborative potential of the new language learning media. Integrating technology in teaching English process can make the classroom teaching vivid and valid, and stimulate the students' motivation in learning different functions, and they can also grasp more knowledge in the process of learning and teaching English.

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