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– Dipak K.C.

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Teachers' Experiences and Beliefs on the Role of Using Multimedia in Teaching and Learning English

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**A Thesis Submitted to the Department of English Education
In Partial Fulfillment for the Master of Education in English**

**Submitted by
Dipak K.C.**

**Faculty of Education
Tribhuvan University
Kathmandu, Nepal**

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Declaration

I hereby declare to the best of my knowledge that this thesis is original; no part of it was earlier submitted for the candidature of research degree to any university.

Date: 25/04/2021

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This is to certify that **Mr. Dipak K.C.** has prepared this thesis entitled **Teachers' Experiences and Beliefs on the Role of Using Multimedia in Teaching and Learning English** under my guidance and supervision.

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Dedication

This thesis is dedicated

to

my parents for their unconditional love, endless support, encouragement and sacrifices.

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Dipak K.C.

Abstract

This present study entitled “Teachers’ Experiences and Beliefs on the Role of Using Multimedia in Teaching and Learning English” aimed at exploring the experiences of teachers on using multimedia in ELT classrooms and role of multimedia in ELT classrooms. Under qualitative research design, narrative inquiry was used in this study. The study was carried out among four English teachers of Baglung District. The sample of this study was selected through the use of purposive sampling strategy. The data were collected through semi-structured interview and written narratives. It was found from the study that audio, video, and animated content for teaching language made the classrooms effective. Use of multimedia made the classrooms livelier than traditional method. In this study, the findings also showed that using multimedia content in classrooms improved the teachers' efficiency of the content. In addition, the use of multimedia raised interest among the students, heightened understanding level, created an environment for language learning, improved interaction between the teacher and students. It was proved that multimedia was necessary for teaching and learning activities.

This study consists of five chapters. The first chapter is introductory in nature. It includes background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definition of the key terms. The second chapter deals with the review of related literature, implications of review of the study and conceptual framework. Similarly, the third chapter incorporates the methods and procedures of the study, design of the study, population and sample, sampling procedures, data collection tools, data collection procedures and data analysis and interpretation procedures. Chapter four discusses the results and discussions/interpretation, where the last chapter comprises findings, conclusion and recommendations of the study in brief. References and appendices are included at the last part of this thesis.

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Abbreviations and Symbols

M. Ed.	:	Masters of Education
n.d.	:	No Date
P	:	Page Number
PD	:	Professional Development
PPP	:	PowerPoint Presentation
TU	:	Tribhuvan University

Chapter 1

Introduction

The present study entitled **Teachers ' Experiences and Beliefs on the Role of Using Multimedia in Teaching and Learning English** consists of background of the study, statement of the problem, objectives of the study, research questions, and significance of the study, delimitation of the study and operational definition of the key terms:

Background of the Study

Teaching refers to what teachers do or the actions and behaviours which teachers carry out in the classrooms. The teacher's job is to apply his/her knowledge in the classrooms. Brown (2000, p.7) says language teaching is "showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know of something". Every teacher is responsible for creating effective learning environment. According to Brown (1994) there are six fundamental aspects of language teaching that the teacher should take into consider making effective learning atmosphere which are: who, why, what, when, how and where to teach?

The tradition of teaching English is significantly changing day by day with the development of newer approaches, methods and technologies. New approaches, methods and technologies are developed to make easier teaching and learning process. Traditionally, classrooms situation was teachers stand in front of the students, giving explanations, informing and instructing. They used to use chalk to write something on the blackboard. These techniques needed slightly to be modified regarding with the development of the technology. So, technology is integrated with teaching. Technology integration is defined as the

use of technology to enhance and support the educational environment. New technology, multimedia, in teaching is remarkably used nowadays.

Multimedia is a technological tool that uses a combination of different content forms such as text, audio, images, animations, video and interactive content. In this regard Schmid's (2008) defines:

multimedia is various types of media like video clips and visuals that can be manipulated or integrated. In other words it is the manipulation of computers to present verbal or visual information in an integrated form of texts, graphics, video or animated clips, and sound (as cited in Mukundan & Nimehchisalem, 2008, p. 72).

Multimedia content helps to vary and enhance the learning process and leads to better knowledge retention. It provides more opportunities for students to engage with the content. Multimedia allows teachers to integrate text, graphics, animation, and other media to present comprehensive information for their students to achieve specified course outcome. Multimedia permits the demonstration of complicated processes in a highly interactive, animated fashion. It can be interconnected with other related topics in a more natural and intuitive way. Haris (1993) defines "multimedia as the combination of several media sources such as video, graphics, animation, audio, and text, accessed by a computer and attached peripherals driven by special programs". Similarly, Schnotz and Lowe (2003) define the term multimedia as the combination of multiple technical resources for the purpose of presenting information represented in multiple formats via multiple sensory modalities. The multimedia material used in this study was presented on DVD and included a mix of resources such as text, audio, still pictures, and motion video, controlled and manipulated through a computer program (as cited in Yamauchi, 2008, pp.5-6).

Multimedia applications have substantially influenced in education. In these days, multimedia has been a buzz word in the field of teaching learning process. Shaoyan & Yunjian (2012) say that the use of multimedia technology in college physical education alters traditional teaching methods, improves teaching effect, and makes teaching procedure vivid (as cited in El-Moneim, 2014). They give teachers an excellent chance to demonstrate and visualize the subject matter more clearly and comprehensibly. Teachers can use multimedia technology to create more colourful and stimulating language classes. Multimedia technology, with the help of audio, visual and animation effects, motivates the students to learn English quickly, effectively and creatively. It promotes both students and teachers to become more familiar with respective topic. As we know, nowadays, play and learn trend is famous. Multimedia makes the students life enjoyable. Integrating technology with standard curriculum can not only give students a sense of power but also allows for more advanced learning among broad topics.

Teacher comes to the classrooms with their own system of beliefs that determines to choice of aspects of language teaching. Selecting teaching approaches, types of materials and types of activities reflect teachers' belief. It is based on the assumption that what teachers do in classrooms is a reflection of what they know and believe. Belief is a personal construct that serves as a guide to thought and behaviour. According to Richards (1998, p.66) teachers' beliefs are "information, attitudes, values, expectations, theories, and assumptions about teaching and learning that teachers build up over time and bring with them to the classrooms". From this definition, I came to understand that, teachers' belief systems are built up gradually over time and provide the underlying framework which guides the teacher's classrooms actions. No matter what kind of classes a teacher teaches, the teacher is typically confronted with selecting learning activities, preparing students for new learning, presenting learning activities, asking questions, conducting drills, checking students' understanding, providing opportunities for practice of new

items, monitoring students' learning, giving feedback on student learning, reviewing and re-teaching when necessary are guided by teachers' belief (Richards & Lockhart, 2010, p.29). Every teacher holds beliefs towards their role in their classrooms either consciously or subconsciously and these beliefs play an important role in many aspects of teaching. Beliefs are involved in helping individuals make sense of the world, influence how new information is perceived, and whether it is accepted or rejected. Shavelson and Stern (1981) say that what teachers do is governed by what they think and that teachers' theories and beliefs serve as a filter through which host of instructional judgments and decisions are made (as cited in Richards, 1998 p, 66). Therefore, beliefs are important concepts in understanding teachers' thoughts, processes, instructional practices and learning to teach. Teachers' beliefs play a role in how information on teaching is translated into classrooms practices.

I was motivated to carry out the research on the multimedia in ELT classrooms since there has been an increase in demand of educational multimedia application to apply their knowledge in teaching learning process. Multimedia applications have greatly influenced the education in many ways. As the information is presented in various ways, it makes the learners easier to grasp the information. In this regard I was interested to carry out the research to explore the experience of English language teacher, who have been using multimedia for a long time. Their experiences might reveal the importance of multimedia in ELT classrooms and its roles.

Statement of the Problem

The tradition of English teaching has been drastically changed with the remarkable development of newer technologies such as multimedia technology. Teachers can use multimedia technology to create more colourful and stimulating language classes. Multimedia technology, with the help of audio, visual and animation effects, motivates the students to learn English quickly,

effectively and creatively. It promotes both students and teachers to become more familiar with respective topic.

Here my concern to choose this topic is to see experiences of teachers on teaching with multimedia in English language classrooms and role of using multimedia in English language classrooms. Many researchers have been involving in exploring the perception of teachers on using multimedia in teaching. But experiences have not been revealed in researches. Here perception refers to the ability to see, hear, or become aware of something through the senses, and experience refers to the practical knowledge, skill, or practice derived from direct observation of or participation in events or in a particular activity. Selecting teaching method is based on teacher's belief. Now day we can see teaching with multimedia in advertisement of school. Is this really beneficial, what might be the advantages and disadvantages of teaching with multimedia? Is there easy access of multimedia in classrooms? How can we use this multimedia in teaching English language classrooms? This study will contribute to the teachers of English language classrooms to know about teaching with multimedia and role of using multimedia in English language classrooms based on experiences based on respondent.

Objectives of the Study

The objectives of the study were as follows:

-) To explore the experiences of teachers on using multimedia in teaching English language.
-) To explore the role of using multimedia in English language classrooms.
-) To suggest some pedagogical implications.

Research Questions

The following research questions had been formulated in the process of the inquiry:

-) What is the experience of teachers for using multimedia in English language classrooms?
-) What is the significance of multimedia in English language classrooms?
-) What are the problems encountered during teaching through multimedia?
-) How do they view about the role of using multimedia in English language classrooms?

Significances of the Study

This study will be significant for those who are interested in English language teaching and learning. In other words, language teachers and students will be benefitted because the study will provide the information about experiences of using multimedia and its role in EFL classrooms. Especially, English teacher will be benefited from the finding of this research. It will help the language teacher to make their classes live and interactive because the study will provide information about experiences of using multimedia and its role in EFL classrooms. Similarly, students will not be departed from its benefits. Multimedia technology makes teaching interesting, interactive and productive because it has capability to attract the language learners. While classes become live and interactive students can get more chance to learn. It helps the students to get involved and learn according to their interest. Thus, language teachers and students of English as Foreign Language will be directly benefited from this study.

Delimitations of the Study

Delimitation in research refers to the choices that are made for the study which are under the control of the researcher. The study had the following delimitations:

-) The study was conducted in Baglung district.

-) Four secondary level teachers were selected as the sample.
-) Teachers' experiences on using multimedia were studied.
-) The teacher perceived role of using multimedia in teaching and learning process were studied.
-) Similarly, the data were carried out through in-depth open ended interview, and narrative reflections.

Operational Definitions of Key Terms

The key terms related to my study have been defined below:

Experience. The knowledge and skill these are gained through doing for a long time. That influences the way teaching. In this research, experience refers gained knowledge through long time teaching by using multimedia.

Multimedia. Multimedia is content that uses a combination of different content forms such as text, audio, images, animations, video and interactive content. Especially here multimedia device refers to ICT tools these are used to present verbal and visual information in school.

Power Point Presentation. It is a presentation technique to attract the audience through audio visual setting on computer.

Chapter 2

Review of Related Literature and Conceptual Framework

Any research is based on certain theoretical assumption or principles. Theories help to explain, predict, and understand the phenomena and extent the existing knowledge within the critical bounding assumption. This section includes review of related theoretical literature, review of empirical literature, implications of the study, and conceptual framework.

Review of Related Theoretical Literature

The review of theoretical literature of the study includes the concept of teachers' belief, source of teachers' belief, aspects of teachers' belief, concept of multimedia, development of multimedia in teaching, multimedia in teaching, advantages of multimedia teaching

Technology Integrated ELT. Technology integration in ELT classrooms refers to use of technology resources like computers, mobile devices smart phones and tablets, digital cameras, social media platforms and networks, software applications, the Internet, etc. in daily classrooms practices. According to Lim et al. (2003) and Hew and Brush (2007), technology integration is defined in terms of teachers applying technology to develop learners' thinking skills. Technology integration is defined as the application of technology to improve the educational environment. Technology integration in the classrooms can support classrooms instruction through creating opportunities for learners to complete assignments on the computer rather than the normal pencil and paper (Dockstader, 2008). Effective technology integration in ELT classrooms supports the curricular goals, and helps the students to effectively reach their goals. Lam & Lawrence (2002) expresses that technology helps learners to regulate their own learning process and have access to many information that their teachers cannot provide. Likewise

Graddol (1997) says that technology is the center of the globalization process and impacts education and culture. Students are often more actively engaged in projects when technology tools are a seamless part of the learning process.

The method of English language teaching has been considerably changed due to the entry of technology in teaching learning process. Pourhosein Gilakjani and Lai-Mei (2012) say that technologies in ELT have brought new tools, approaches and strategies in the teaching and learning of language skills. Technology plays a key role in promoting appropriate activities for learners and has a significant impact on teachers' teaching methods in their classes.

There are some important reasons for integrating technology into the classes. According to Dockstader (2008), through integrating technology more depth into the content area syllabus would be possible. Learners are motivated through technology that ultimately enhances academic engagement time. Working in more depth with the content, learners can move beyond knowledge and comprehension to application and analysis of information. Learners learn where to find information in an information rich world. Oliver, Osa, and Walker (2012), say that technology integration helps learners become capable information technology users, information seekers, analyzers, evaluators, problem solvers, decision makers, creative users of technology tools, communicators, and collaborators. If we integrate technology in language classrooms it helps to make learning more fun for the learners. Interesting teaching materials help the learner to engage more in learning process and better understanding of learning materials. Moreover, when the lessons are interesting for learners, they will be more excited to take part in learning activities.

Concept of Multimedia. Multimedia is content that uses a combination of different content forms such as text, audio, images, animations, video and interactive content. Schmid's (2008) defines multimedia is various types of

media like video clips and visuals that can be manipulated or integrated. In other words it is the manipulation of computers to present verbal or visual information in an integrated form of texts, graphics, video or animated clips, and sound (as cited in Mukundan & Nimehchisalem, 2008, p. 72). Multimedia content helps to vary and enhance the learning process and leads to better knowledge retention. It provides more opportunities for students to engage with the content. Multimedia allows teachers to integrate text, graphics, animation, and other media to present comprehensive information for their students to achieve specified course outcome. Multimedia permits the demonstration of complicated processes in a highly interactive, animated fashion. It can be interconnected with other related topics in a more natural and intuitive way. Haris (1993) defines “multimedia as the combination of several media sources such as video, graphics, animation, audio, and text, accessed by a computer and attached peripherals driven by special programs”. Similarly, Schnotz and Lowe (2003) define the term multimedia as “the combination of multiple technical resources for the purpose of presenting information represented in multiple formats via multiple sensory modalities”. The multimedia material included a mix of resources such as text, audio, still pictures, and motion video, controlled and manipulated through a computer program (as cited in Yamauchi, 2008, pp.5-6). Therefore, it gives teachers an excellent chance to demonstrate and visualize the subject matter more clearly and comprehensibly. Teachers can use multimedia technology to create more colourful and stimulating language classes. Multimedia technology, with the help of audio, visual and animation effects, motivates the students to learn English quickly, effectively and creatively. It promotes both students and teachers to become more familiar with respective topic. As we know, nowadays, play and learn trend is famous. Multimedia makes the students life enjoyable.

The term ‘multimedia’ was first used in 1965 to describe a performance that combined music, lights, cinema and performance art (Moore, 2010). In 1980s arrival of operating system by Apple and Microsoft that mixed graphics

and text, replace the text-only systems of the 1970s. By the 1990s, computers incorporated enhanced communication and multimedia applications and became an indispensable part for millions of people (Cosper, n.d.). During the 1990s, the computer surged in popularity and became a common. Microsoft Windows 95 operating system accelerated the mass use of computers while the growth of the World Wide Web throughout the 1990s also helped attract interest computers. Soon, nearly every profession needs software to improve its service. The developments, along with popular software applications the average person now had access to tough multimedia tools (Cosper, n.d.). In these days, multimedia has been a buzz word in the field of teaching learning process. There has been a tremendous growth of technology in teaching in recent years. According to Empirica (2006) the majority of teachers in Europe (90 per cent) use ICT to prepare their lessons (as cited in Stanley, 2013, p.45). All European Union (EU) countries have invested in ICT in schools and this has included spending on 'equipment, connectivity, professional development and digital learning content' (Balanskat, Blamire, and Stella, 2006, p. 2 as cited in Stanley, 2013, p.45). Furthermore, the European Union has also set targets for enhancing digital literacy, skills and inclusion (European Commission, 2012 as cited in Stanley, 2013, p.45). Outside the EU, the story seems to be the same. In the US, the Office of Educational Technology (OET) has developed a 'National Educational Technology Plan' (OET, 2010) for transforming education through the power of technology. Across East Asia, 'enthusiasm for the use of computers and other information and communication technologies in education is undeniable and widespread (Trucano, 2012 p.101 as cited in Stanley, 2013, p.45). Tella et al. (2007 p.5) report that 'the use of ICT in ... African countries generally is increasing', although they complain of limited access, and in Latin America, ICT is also appearing in secondary schools (Garcia-Murillo, 2003 as cited in Stanley, 2013, p.45). In fact, it is now difficult to disagree with Mark Pegrum's view 'that technology and education have a tightly intertwined future' (Pegrum, 2009, p.5 as cited in Stanley, 2013, p.45). The increase in investment in ICT by education departments around the

world since 1998 has been well documented (Macaro, Handley and Walter, 2012; Becta, 2004 as cited in Stanley, 2013, p.45).

Teaching through multimedia is considered as the powerful tool for educational change and reform. Multimedia allows integration of text, graphics, and video in a range of combination. Zimmer (2003) says in his article multimedia allows students to take a more active role in learning. Therefore, Multimedia has crucial role to make educational field modern, recent and updated. There are whole ranges of different ways in which teachers and learners can use multimedia in their personal, professional and working lives. Through multimedia, teachers are able to create interactive classes. The multimedia allows the incorporation of animation, moving pictures, and sound into lessons, which extends abilities to present materials that encourage student interaction with the subject matter (Zimmer, 2003). Multimedia tends to expand access to education. Multimedia classrooms allow both learners and teacher to interact simultaneously with ease and convenience. Multiple resources are abundant on the internet, and knowledge can be acquired through video clips, audio sounds, and visual presentation. The advantage of using multimedia is to convey information quickly and effectively to all students and keep them interested in learning (Savage and Vogel, 1996 as cited in Zimmer, 2003) shows that multimedia applications have substantially influenced in education.

Components of Multimedia. Multimedia is composed of various components: text, graphics, animation, sound, and video. These components can contribute differentially to the learning of material.

Text: It is fundamental element in all multimedia applications. It conveys most information (Vaughan, 2004). We can use ordinary text or various typographic effects for emphasis or clarification in English teaching. In order to catch the reader's attention, teachers can use different font size, color, and style to present information; emphasize a certain word or phrase.

Graphics. It refers to images and pictures, such as chart, diagram, and photograph, which contain no movement. According to Wright (2003) graphics can stimulate interest and motivation, improve understanding ability of language, and offer especial reference object and topic. In this regard graphics plays a very important role in language teaching process.

Animation. Animation is the rapid display of a sequence of images of 2-D or 3-D artwork or model positions in order to create an illusion of movement. Simply speaking, it ranges scope from the basic graph with a simple motion to a detailed image with complex movements. Assisted by the use of animation, teachers can highlight key knowledge points and heighten students' motivation (Vaughan, 2004).

Sound. It is speech, music, or any other sound that is stored and produced by computers. It has more advantages than tape recorder. In multimedia, teacher can use more vivid and fruitful sound to help students' English learning.

Video. It is the visible part of a television transmission and broadcasts visual images of stationary or moving objects. Compared with animation, video can offer more vivid information. But it will consume more storage space than animation (Vaughan, 2004).

The Setting of Multimedia Classrooms. In traditional classrooms, most English teachers are used to using some conventional equipment, such as blackboard, chalk, tape recorders, and so on. However, we can find more modern equipment in multimedia classrooms. To ensure that readers can obtain a better understanding of multimedia English teaching, an illustration of a typical one-multimedia-PC classrooms setting is vital and necessary.

- i. MPC—multimedia personal computer;
- ii. VCD/DVD player—video compound disk/digital video disk;
- iii. Amplifier and Hi-Fi acoustic system;

- iv. Overhead/slide projector;
- v. Screen/curtain;
- vi. Projecting apparatus;
- vii. The Internet access;
- viii. Cassette tape recorder;
- ix. Camera recorder.

The Use of Multimedia Technology in Teaching. As the popularity of English is expanding day by day and worldwide, the teachers of English feel the need of change in their language teaching methods. Harmer (2008, p. 13) says that “a quarter of the world population speaks English, in other words, and native speakers are in proportionately ever decreasing minority”. Nowadays, English is used more as a Lingua Franca than the native language. Lingua franca in the words of Crystal (2003, p.282) “A term used in sociolinguistics and often in everyday speech, to refer to an auxiliary used to enable routine communication to take place between group of people who speak different native language”. English is one of the important mediums of communication in the world so it is important language, as a result English language teaching has been one of the important subjects in education, with the tremendous growth of technology in teaching in recent years (Stanley, 2013, p.45), the use of multimedia technology in language teaching has created favourable context for reforming and exploring English language teaching models in the new age. The computer gives learners access to authentic video footage and other cultural materials that can help them get a sense of the socio-cultural context in which the language is used (Kramsch, 1999, p.31). Multimedia technology plays a positive role in improving activities and initiatives of students and teaching effect in the classrooms. Teachers can use multimedia technology to create more colourful and stimulating language classes. Different researches show that multimedia technology in teaching is very useful to teach all language skills. Aryal (2017) had conducted research on Effectiveness of

Multimedia in Teaching Prepositions at Grade Nine it shows that use of multimedia in teaching is very effective.

Teachers' Beliefs. Beliefs are personal knowledge, idea and argument about particular subject. According to Pehkonen and Pietila (2003) “a belief is a kind of knowledge that is subjective and experienced based” (as cited in Gilakjani and Sabouri, 2017, p.79). Similarly, Sikula (1996, pp.104-105) writes “beliefs are thought of as psychologically-held understanding, premises or propositions about that the world that are felt to be true”. Beliefs are important concepts in understanding teachers' thought process, instructional practice, change and learning to teach. According to Sikula (1996) “the three forms of experiences: personal experiences, experiences with schooling and instruction, and experiences with formal knowledge influence the development of beliefs”. Therefore Beliefs are the permeable and dynamic structures that act as a filter through which new knowledge and experience are screened for meaning. Teachers' beliefs can be represented as a set of conceptual representation which store general knowledge of objects, people and events and their characteristic relations. In the words of Borg (2001, p.186), “A belief is a proposition which may be consciously or unconsciously held, is evaluative in that it is accepted as true by the individual, and is therefore imbued with emotive commitment, further, it serves as a guide to thought and behaviour.” Moreover, beliefs are often defined as psychologically held understandings, premises, or propositions felt to be true. As Harvey says, “a belief system is a set of conceptual representations which signify to its holder a reality or given state of affairs of sufficient validity, truth or trustworthiness to warrant reliance upon it as a guide to personal thought and action” (Harvey, 1986: 146 as cited in ZHENG, 2009, p.74).

Teachers' beliefs are important for understanding and improving educational processes. They are closely linked to teachers' strategies for coping with challenges in their daily professional life and to their general well-being, and they shape students' learning environment and influence student

motivation and achievement. In this regard, Richards and Lockhart (2010, p.30) say, “These beliefs and values serve as the background to much of the teachers' decision making and action, and hence constitute what has been termed the culture of teaching”. Teachers’ belief system has powerful impact on the classrooms actions of the teacher. Williams and Burden (2007, p. 57) write “Teachers’ deep-rooted beliefs about how languages are learned will pervade their classrooms actions more than a particular methodology they are told to adopt or course book they follow”. What teachers do is governed by what they think and beliefs serve as a filter through which host of instructional judgments and decisions are made. Rokeach (1968) writes “some beliefs are more central than others and those central beliefs are more difficult to change” (as cited in Sikula, 1996, p.105). Teachers' beliefs have a greater influence than teachers' knowledge in determining how individuals organize and define tasks and problems, and were better predictors of how teachers behave in the classrooms. Teachers’ beliefs guide the decisions they make and the actions they take in the classrooms, which in turn have an impact on students.

The Sources of Teachers’ Beliefs These Affect on Using Multimedia.

Teachers’ belief form a structured set of principles that are derived from experience, school practice, personality, education theory, reading and other sources. Teachers’ beliefs systems are built up gradually over time.

Kindsvatter, Willen, and Ishler (1988) present different sources of teachers’ beliefs are presented below (as cited in Richards and Lockhart, 2010, p.30-32):

Their own experience as language learners. The most core teachers' beliefs are formed on the basis of their own schooling as students while observing teachers who taught them. All teachers were once students, and their beliefs about teaching are often a reflection of how they themselves were taught. They consciously or subconsciously reflect how they themselves were taught. Ethic and socio-economic background, gender, geographic location, religious upbringing and life decisions also affect the individual beliefs (Sikula, 1996, p.109).

Experience of what works best. Some teachers form their beliefs about teaching on the basis of their experience while teaching. Experience may be the key source of beliefs. Experience is the knowledge or mastery of an event or subject gained through involvement in or exposure to it (Wikipedia, 2017). A teacher may experience that some teaching strategies work best and some do not. For a novice teacher, classroom experience and day to day interaction with colleagues has the potential to influence particular relationships among beliefs and principles. Human experiences are the ultimate source and justification for all knowledge. Teacher may develop beliefs about teaching strategies and techniques on the basis of knowledge they have gained through involvement in teaching.

Established practice. Beliefs of some teachers are set up on the basis of established practice or principle. Within a school, college, language teaching institution, certain teaching styles and practices may be preferred. Teachers form their beliefs on preferred practices which they are told to adopt even if they do not like to follow them. For example, in some schools, teaching vocabulary using students' mother tongue may be preferred. This produces novice teachers' belief towards using mother tongue in teaching vocabulary.

Personality factors. Some teachers have a personal preference for a particular teaching pattern, arrangement, or activity because it matches their personality. Personality is a trait of an individual teacher. Personality (e.g., extroversion/introversion, field-dependence/field-independence, risk taking, etc.) helps to develop their belief about teaching. Extrovert teacher like to teach the students in group with interaction. On the other hand, introvert teacher wants to keep silent and just listen. So teachers' beliefs about teaching are closely related to their personality factor.

Educationally based or research-based principles. Teachers may develop their belief on the basis of research based principles. When teachers find that the results of researches carried out in the field of psychology, second

language acquisition, or education seem fruitful, they want to apply them in the classrooms.

Principles derived from an approach or method. A teacher may believe in the effectiveness of a particular approach or method of teaching and consistently try to implement it in the classrooms. For example, if a teacher believes on communicative teaching, he will focus on communicative use of language in his classes. So, it is the process of continuously exploring new option for addressing the effectiveness of different instructional strategies and methods in the classrooms.

Review of Empirical Literature

Every research needs to observe the fundamental background related to subject. In other word, previous studies are fundamental resources for present research. A number of researches have been carried out in the field of multimedia but no research have been carried out on the belief of English language teachers on using multimedia in teaching and its role in teaching. So, I decide to carry out the research on this topic. Some of the related research works and articles under this topic are reviewed below:

Yamauchi (2008) carried out the experimental research on the “Effects of Multimedia Instructional Materials on Students’ Learning and Their Perceptions of The Instruction”. It was confined to undergraduate students enrolled in Quantity Food Production and Service Management Experience classes during spring and fall 2007 at Iowa State University. The researcher used quasi-experimental design. The main purpose of the research was to examine the effects of the newly-developed multimedia instructional material presented on DVD on students learning and their perceptions of the instruction. The findings of this research showed that student’s knowledge was improved after viewing the instructional DVD. Results indicated that the instructional DVD had impact on students’ perception of the instruction.

Thapa (2012) conducted research on “Teachers’ Beliefs Towards their Roles in ELT Classrooms”. The main purpose of her survey research was to find out teachers' beliefs towards their roles in ELT classrooms. She selected 5 teacher from community based and 5 from private school as a sample. Finding showed that the teachers believed that they play different roles in ELT classrooms and they play different roles in classrooms to make the subject matter clear and make the teaching effective. They are the creator of the classrooms atmosphere in the sense that they follow the strategy and techniques in teaching and create the classrooms environment related to subject matter to make the teaching effective.

Aryal (2017) carried out the experimental research on the “Effectiveness of Multimedia in Teaching Prepositions at Grade Nine”. She experimented on 30 students of class 9. The main purpose of this study was to find out the effectiveness of multimedia in teaching preposition in grade nine. Finding of this research showed that the use of multimedia is effective in teaching prepositions. Use of multimedia is effective in teaching preposition in multiple choices items, teaching sentence construction, teaching preposition in fill in the blanks than lecture or chalks and talk technique.

Shahi (2017) carried out survey research entitled “Teachers’ Beliefs on the Use of ICT for Their Professional Development”. This research was conducted to find out the beliefs of English teachers on the use of ICT for their professional development in terms of their importance, benefits and application in professional development. Forty higher secondary ELT teachers of Banke district were selected as the sample population. The findings show that teachers have positive beliefs in using ICT in their professional development. They want ICT tools in their each and every class. They believed that ICT helps to develop knowledge and skills of teachers actively and experientially in variety of learning environment, exposures to authentic, additional and up to date information, build confidence and bring noticeable change in profession, brings change in presentation skill, communication skill and teaching styles, helps to

learn method, techniques of English language teaching, provides on-going and regular support to profession and provides subject knowledge and authentic learning environment for their professional development.

Adhikari (2067 B.S.) conducted the survey research study on the “Beliefs of English Teachers in Using Multimedia”. This research was conducted to find out the beliefs of English teachers in using multimedia in their language classes. Questionnaire was the research tool and 50 higher secondary level and college level language teacher of Kathmandu District was primary data of the research. Finding of this research showed that the teachers have positive beliefs in using multimedia in their classes. They feel that it is the necessity of present-day situation and generation.

Implications of the Review for the Study

By review of theoretical and empirical literature I got the significant ideas, information and guidance. General concepts of teachers’ belief, source of teachers’ belief, teachers’ beliefs on different aspect of teaching by consulting different books, articles, journals, thesis in the department and web. Likewise I have collected idea of multimedia technology in teaching, its uses in teaching, advantages of multimedia in teaching by different book, articles, journals, thesis in the department.

I have got lots of ideas to reframe my objectives, research questions, methodological procedure and others things too in order to complete my research. I consulted different books, articles, journals, like Richards and Lockhart (2010), Richards (1998), Journal of NELTA (2008), Yamauchi (2008), Best and Khan (2010), Pun (2013), Creswell (2013), Nespor (1987), Sharma (2014), Joshi (2012), Ojha (2013) and others too in order to develop my theoretical insight of my study. I got ideas of teachers’ belief, how teachers’ belief are constructed, source of teachers’ belief, aspects of teachers’ belief, role of teachers’ belief in teaching. Similarly I got ideas of multimedia

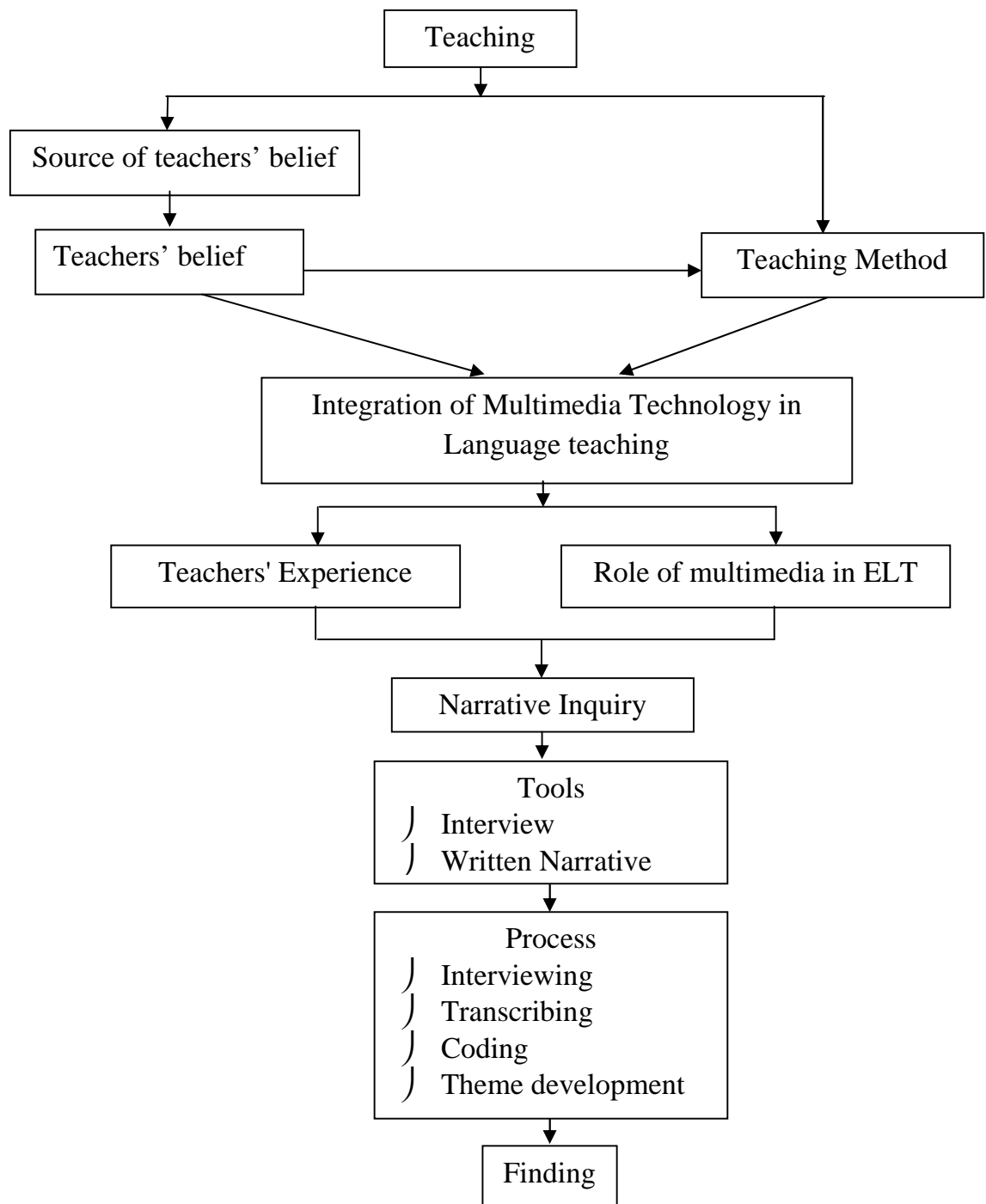
technology in teaching, its implication in teaching, advantages of multimedia in teaching. From this theoretical literature I found that multimedia increases the motivation of the students in the classrooms.

In empirical review, I have reviewed five different theses which were related with my research. I reviewed Shahi (2017), Adhikari (2067), Thapa (2012), Aryal (2017), Yamauchi (2008). These five different studies were related to my research topic. I collected lots of ideas regarding teachers' belief and multimedia in teaching. I got ideas about data collection, tools for data collection. I got ideas of process of narrative research and methodology of analyzing data from Bhatta (2016) "Reflection on Critical Incidents for Teacher Professional Development: A Narrative Inquiry". These all studies have provided me the ideas, information, and help me to explore the idea of my research.

Conceptual Framework

A conceptual framework is very important component of a research. It is the frame of plan on which the very study is established. The conceptual framework to conduct this research can be diagrammatically shown as:

Figure: 1



Chapter 3

Methods and Procedures of the Study

This unit consists of design of the study, population, sample and sampling strategy, research tools, sources of data, data collection procedure, data analysis procedure, and ethical considerations. This chapter deals with the methodology applied to carry out the study. In this study, I have adopted the narrative inquiry research design.

Design of the Study

Research is a systematic investigation that is designed to answer questions. According to Kumar (2005), “Research is a way of thinking. It is the process of describing a series of sequential steps beginning with the identification of a research problem, then to a statement of a conceptual model, data collection and finally analysis and a conclusion”. Similarly, Kerlinger (2009) defines, “Research as a scientific, systematic, controlled, empirical, critical investigation of the natural phenomenon guided by theory and hypothesis”. In addition, Best and Kahn (2010) state that research is a systematic and objective analysis of recording of controlled observation that may lead to the development to generalization, principles or theory, resulting in prediction and possibly ultimate control of events.

On the basis of this discussion, it can be concluded that research is a rigorous, scientific, controlled, valid and empirical investigation to discover new or review previously researched works. There are various designs of research that can be applied to investigate phenomena

There are many research designs which are used to find out the truth to problematic questions. The design of this study was based on narrative inquiry. Narrative inquiry, a qualitative research design, refers the process of gathering information for the purpose of research through storytelling. According to

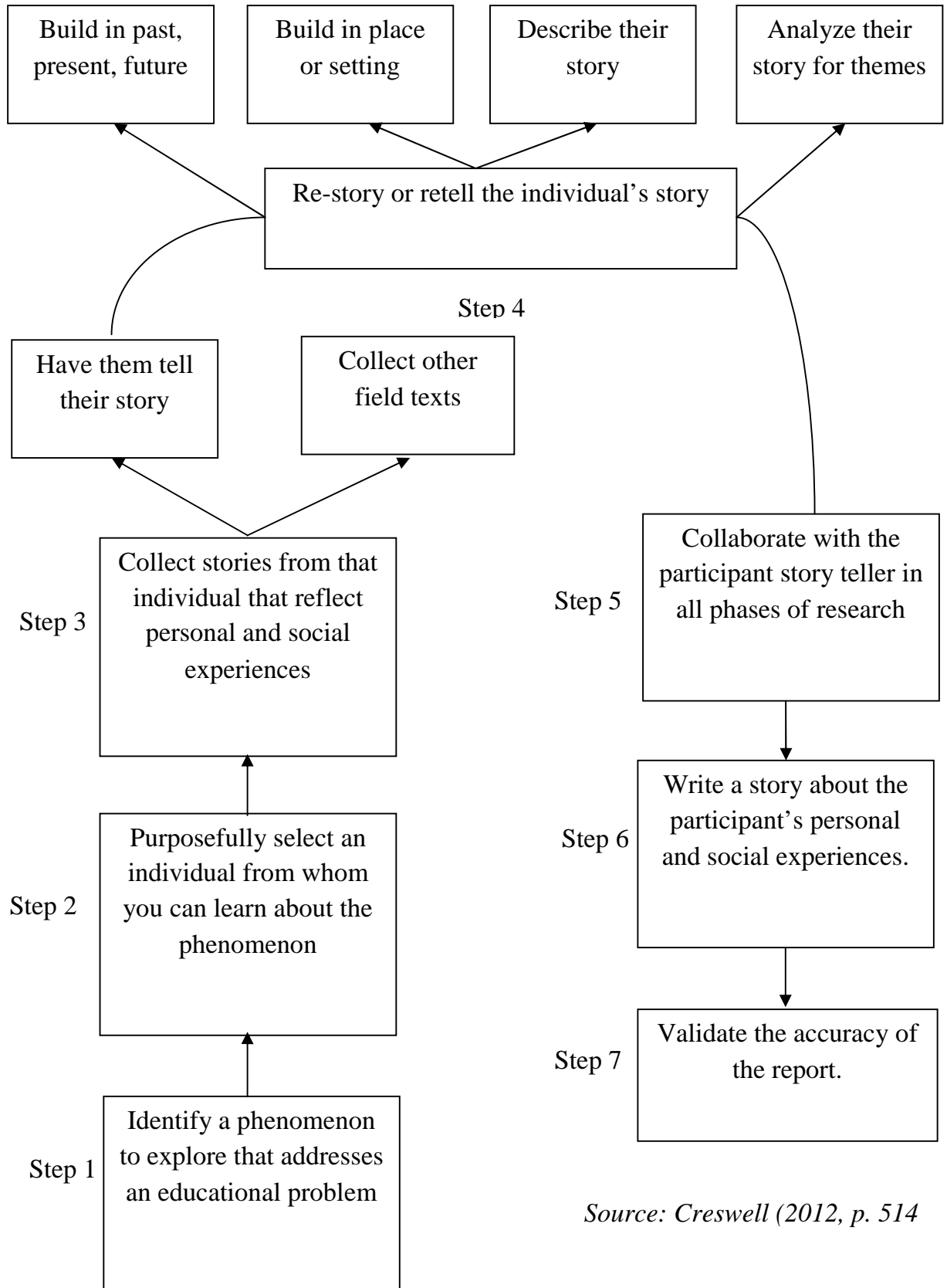
Schwandt (2007), “Narrative inquiry is the interdisciplinary study of the activities involved in generating and analyzing stories of life experiences (e.g., life histories, narrative interviews, journals, diaries, memories, autobiographies), and reporting that kind of research” (as cited in Ojha, 2013). Similarly, Creswell (2012, p. 502) writes “In narrative research design, researchers describe the lives of individuals, collect and tell stories about people’s lives, and write narratives of individual experiences”. So, life stories and people’s biography are the main subject matter of the narrative inquiry research.

Creswell (2012, pp. 506-507) presents some characteristics of narrative research design. Narrative research design seeks to understand and represents experiences through the stories individual(s) live and tell; to minimize the use of literature and focuses on the experiences through the stories; to explore the meaning of the individual's experiences as told through a story or stories; to collect field texts that document the individuals story in his or her own words; to analyze the stories by retelling the individuals story; to write the study in a flexible story-telling mode; to evaluate the study based on the in-depth, accuracy, persuasiveness, and realism of the account. To specify those all characteristics, he presents seven major characteristics as individual experiences, chronology of experiences, collecting individual stories, restoring, coding for themes, context or setting and collaborating with participants.

The process of narrative research design refers to the way of carrying out the research by using this method. According to Creswell (2012, pp. 514), the steps of conducting narrative research are to identify a phenomenon to be explored that addresses an educational problem, purposefully select an individual from whom we can learn about the phenomenon, collect the story from that individual, re-story and retell the individuals' experience, collaborate with the participant-storyteller, write a story about the participant's experiences and validate and accuracy of the report. All steps are interconnected and not necessarily linear. In this study, I adopted the same process while conducting

this particular research. The steps in conducting narrative research are as follows:

Figure:2, Steps in Conducting Narrative Research:



Source: Creswell (2012, p. 514)

Population, Sample and Sampling Strategy

Population is any group of individuals that have one or more characteristics in common and that are interesting to the researcher. According to Best and Kahn (2010) "the group selected for the purpose of research is called population." Sample, here, represents a small proportion of the population. Sample are not selected haphazardly rather systematically. Sampling strategy, on the other hand, is the process of selecting few from the total population.

The populations of the study were four English teachers of Baglung district. The samples were selected by using purposive non-random sampling strategy.

Research Tools

To accomplish the objectives of this study, I used in-depth interview and written narrative. I took interview and written narrative for eliciting the respondents' personal feeling, attitude, opinion, perception and experience about the targeted research problem. Before taking an interview, I had prepared interview protocol and took interview.

Sources of Data (Primary and Secondary)

Data or information was collected by using various sources: primary and secondary. In this study, primary and secondary sources were used to collect data. The respondents were primary sources of data and the books, the articles and other documents were the secondary sources of the data.

Data Collection Procedures

Data collection is considered as the important part in the sense that without data the whole activity will become incomplete. The researcher should focus on the certain and systematic procedures while collecting data.

To accomplish the objectives of the study, I had adopted the stepwise methodological procedures. Primarily, I had prepared interview schedule, consent letter and participation information form. Secondly, I had visited the field and distribute those above mentioned required materials to the selected respondents. After getting permission, interview had been taken based on the questions and few additional questions, and data had been recorded. Thirdly, recorded data were transcribed.

Data Analysis Procedure

The obtained data were analyzed and interpreted by using thematic analysis. Thematic analysis is one of the most common forms of analysis in qualitative research. It emphasizes pinpointing, examining, and recording theme within data. Thematic analysis goes beyond simply counting phrases or words in a text and moves on to identifying implicit and explicit ideas within the data. To analysis of data the researcher followed following process:

Collect data. Data is gathered from sources that can include: field diaries, observational data, pictures/video, historical data, questionnaire, statements, transcripts, audio recording. In this research data were collected by interview. Then collected data were transcribed.

Coding data. Researchers code the data by hand or through a software program. Typically, the researcher will be coding every two or three lines of text with handles that identify key words, concepts, images and reflections. Coding is an explicit and iterative process in which the researcher will alter and modify the analysis as reflected by the data and as ideas emerge.

Code validation. To ensure the integrity of the codes that is, that they have not been misinterpreted and are free of researcher bias they should be developed and reviewed by more than one person. The researcher read and re-read the data, double-checking the codes for consistency and validation. The

integration of the codes from the data becomes the codebook from which themes emerge.

Themes/frameworks identification. From the codebook, the researcher identifies themes and sub-themes: patterns that have emerged from the coded data. Themes can emerge from patterns, such as conversation topics and vocabulary. Other factors could include the frequency of occurrence, occurrence only when certain factors are present, and time of the day, week or month. The researcher needs to be able to define each theme sufficiently so that it is clear to others exactly what the theme is.

Information consolidation, finalize theme names. The researcher finalizes the name of each theme, writes its description and illustrates it with a few quotations from the original text to help communicate its meaning to the reader.

Ethical Considerations

Ethical consideration is most important matter in the research. Every respondent has their right to privacy. The participant cannot provide data if they do not like. To get the data participants must have believe that there is not any kind of harm, negative effect in their career instead of that they can get recent knowledge regarding that. That's why ethical consideration is highly required.

For the ethical consideration, researcher built rapport with the concerned people and provided them participant information statement to inform about the purpose of my study. Then consent form approved from the department of English education, TU were distributed asking to sign in order to sign to get permission for data collection. Researcher explained purpose and made them know that their presence in my study will be voluntary. They were assured that all identifiable personal information will be strictly kept confidential and no names will be mentioned in the thesis as well as in any publications.

Chapter 4

Analysis and Interpretation of Data

In this part, the data collected through the research tools have been analyzed and interpreted following descriptive approach. The qualitative data collected through interview have been analyzed thematically under different headings and sub-headings.

Analysis of Data and Interpretation of Results

The data obtained from semi-structured interview were transcribed and analyzed by using thematic analysis. Themes of the personal interviews were drawn based on the research questions: experiences of teachers for using multimedia in ELT classrooms and role of multimedia in ELT classrooms. In this study, pseudonyms were used to hide the identity of the participants and the institutions.

In this chapter the data collected through interview were analyzed. Recorded data which were later transcribed into written form then translated into English. After translation, the data were coded as thematic structure according to objectives of the study and have been analyzed thematically. This research has tried to study in depth as possible. I analyzed the data thematically under two headings followed by sub-headings.

Experiences of Teachers on Using Multimedia in ELT Classrooms.

Multimedia means media and content that uses a combination of different content forms. Multimedia is 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 (Dave Marshall, 2001). The term is used in contrast to media which uses only simple computer display such as text only or traditional forms of printed or hand produced material.

Multimedia includes a combination of text, audio, images, animation, video or interactive content.

Experience is the knowledge or mastery of an event or subject gained through involvement in or exposure to it. In this research, researcher selected those teachers as respondents whose teaching experience is more than 5 years. They have gained special knowledge about teaching through involvement. They have been using multimedia in teaching for a long time. Wolff, van den Bogert, Jarodzka, and Boshuizen (2014) showed that expert teachers were significantly more effective at predicting classrooms management events than novice teachers. This suggests that with years of experience, teachers develop a better understanding of using multimedia in teaching English language, which enables them to anticipate issues related to multimedia.

Following major sub themes came forward from the participants' narration:

Advantages of Using Multimedia in ELT Classrooms. After discussing with participants, I came to know that there are many advantages of using multimedia in ELT classrooms. A major advantage of using multimedia sources in the classrooms is that students can experience the images, sounds and videos without leaving the room. Additionally, using a projector or individual computers gives students the opportunity to view information or materials up close. The use of images along with words diminishes the overwhelming nature of text and helps the student to manage the cognitive load, which increases retention. Specifically, graphics are found to support retention because important elements are focused via placement, layout and colour. Moreover, learning is made easier because simulations allow students to visualize real-life situations, and motivation is increased as students are able to see the relevance of skills. ELT classrooms with multimedia change in students' and teachers' roles, increases motivation and self esteem, helps to accomplish more complex task easily, create environment for work in

collaboration with peers and helps the teacher to improve design skills and attention to the audiences.

Better understanding. According to research, one of the benefits of multimedia learning is that, it leads the brain's ability to make connections between verbal and visual representations of the content, and a deeper understanding, which supports to transfer of learning to other situations. Regarding this Teacher 'A' said ... *understanding level will increase. When we use audio visual materials they have chances to get more real concept. Students can learn better by seeing than just by listening.* All of this is important in today's 21st century classrooms, as we are preparing students for a future where higher-level- thinking, problem solving and collaborative skills will be required. Teacher 'C' said *teaching with multimedia helps to create real context in teaching listening skill. For instance we can use native speakers' dialogue to teach listening skill. That helps to learn better.* Multimedia technology creates a real-life or native speaking country context for English language teaching, which greatly cultivates students' interest and motivation to learn language. In this connection Pun (2013) says multimedia technology with the help of audio visual and animation effects motivates the students to learn English quickly and effectively... multimedia technology creates a real life context for English language teaching.

In conclusion, multimedia provides a sense of reality and functions very well. That cultivates student's interest and motivation in study and their involvement in classrooms activities. Student's active participation in classrooms activities ultimately leads toward better understanding.

Enhanced problem solving capacity of student. A large percentage of the human brain dedicates itself to visual processing. Thus, using images, videos and animations alongside a text stimulates the brain. Students' attention and retention increases. Under these circumstances, in a multimedia learning environment, students can identify and solve problems more easily compared

to the scenario where teaching is made possible only by textbooks. Multimedia technology can create a context for the exchange of information among students and between teachers and students, emphasizing students' engagement in authentic and meaningful interaction. Through engagement in interaction among the students they meet their target. Without any initiation nobody can reach the destination hence that interaction might be the cause of what makes the way of problem solving. Teacher 'C' and 'D' explained *when we used text, audio, and video through projector and speakers, first we show examples and ask the students solve the given problem. They try to solve the problem that enhances the problem solving capacity of students. Every try is beginning of learning process.* In this regard Neo et. al. (2012) says that:

Using a multimedia project in a constructivist-based learning environment helps to foster problem-solving skills among students. In particular, students demonstrated a deeper understanding of their project's topic and in multimedia development, increased problem-solving and creative skills, and higher motivation towards the project.

In conclusion, multimedia courseware can offer the students abundant information more plentiful than textbooks. The PPT courseware activates students thinking. In classrooms activities such as group discussion, peer discussion, debates, group and peer work can also offer more opportunities to develop their capacity.

Improve teaching efficiency. Using multimedia technology in the language classrooms improve teaching contents and make the best out of the class time. It breaks the teacher-centred traditional teaching method and fundamentally improves the teachers' teaching efficiency. It stimulates students' initiatives and economizes class time, providing more information to the students. The application of multimedia technology into classrooms instruction innovates on outdated teaching methods and techniques confined within the conventional one-way directed pedagogical model of “teacher cramming plus

student passively spoon-fed” instruction. Teacher ‘C’ said that *we used to use only textbook, chalk and talk method before introducing multimedia in our school. After getting chance to use multimedia in ELT classrooms it has changed the habit of teaching. Nowadays we are focusing on student-centred teaching than teacher-centred.* Using multimedia in ELT classrooms helps to be an updated English teacher. Our earth is becoming a global village so every teacher should be updated what is happening all over the world and implement new innovative ideas in ELT. Teacher ‘A’ said *I started to search different relevant materials those are found on the internet beneficial for both students and teachers. I am also updated with new atmosphere.* This technique makes the language classes lively, interesting and motivates the students to participate in the classrooms activities. Teacher ‘D’ said *I am using audio and video of native speakers to make classes more lively and interesting and share information effectively.* It is similar to the idea of Li and Kang (2014) it promotes interactivity between instructors and learners, encouraging and enhancing students’ engagement in the learning process. This encourages students to learn with greater interest, initiative and creativity, and thereby remarkably improve classrooms instruction effectiveness as well as the mutual development of teachers and students.

From the story of respondents, I came to know that traditional teaching model emphasized on teachers instruction and the information provided is limited but multimedia teaching goes beyond the time and space. It economizes the classes' time and increase classes' information also.

Access to a vast variety of information around the world. With computers, tablets, smart phones and the internet, teachers are today better equipped than ever to search and find the information they need. Sharing the information and participating in class discussions is done in a more confident way when access to information is as easy as today. Teacher ‘D’ said: *this is the era of science and technology so we can combine ICT in teaching English language. With the help of ICT it is very easy to get information about*

language related issues. Similarly Teacher 'C' said with the help of multimedia children can explore and learn about places they would have never been to. For instance, the English teacher can present a video of a well known person's speech to observe and exercise the way of pronouncing phone, phoneme and morpheme. The use of multimedia technology, connected to the culture offers the students with more information than textbooks, and helps them to be familiar with cultural backgrounds and real life contexts of English language. It helps the students to learn the language more quickly and effectively. Teacher 'B' said *we use various materials these are not included in textbooks but necessary for the course that helps to learn the language. We can use video of a person to teach biography, audio for listening skills and pictures for writing skills.*

To sum up, multimedia teaching offers the access for getting information about the world. Multimedia teaching goes beyond the limitation of textbook which provides vast variety of information around the world.

Disadvantages of Using Multimedia in ELT Classrooms. Multimedia in the ELT classrooms is beneficial for both students and teachers. Even after having such advantages, there are some weaknesses too. The respondents presented negative aspects along with the positive ones. Lesson delivered via multimedia requires computers, projectors and other electronic devices (depending upon the subject matter) which can be quite expensive. Multimedia in classrooms can slow down the delivery and pace of the classes. It changes the role of the teacher from instructor to facilitator. Differences in learning abilities of the students may not be included in average multimedia classrooms.

Huge economic requirements: Early days where teachers had to depend on paper, pen, blackboard and chalk. This is an advanced era of technology where machines like computers substituted the use of these teaching materials. With its technical and scientific features and to maintain them a huge sum of money is required for schools and colleges. Teacher 'A' said *we should buy*

*many materials to show and make interesting teaching materials. Government has provided small amount of money to buy ICT tools and the school has to manage it. It requires many tools such as projector, computer, internet, and classrooms management should be suitable for multimedia purpose. Same problems are told by other respondents also. They told that using multimedia technology in English language teaching is an expensive way of conducting language classes. In addition to it you have to spend huge amount of money to update the out-dated software which are incompatible with present technology. Teacher 'A' and 'D' said *sometimes it doesn't work properly so we should spend money for its maintenance. Similarly, Teacher 'B' said most schools may not have technical resources, both hardware and software, these are required for using multimedia in learning.* In this regard I found similar view of Pun (2013) the expenses usually entail hardware, software, staffing, and training for at least one networked computer laboratory where teachers and students can come and use it. It is often the case in poorly-funded language classes that the hardware itself comes in through a one-time grant, with little funding left over for software, staffing, training and maintenance.*

It is concluded that, multimedia teaching requires huge economy because its equipments, software, training for teachers, classrooms management, and so on are more expensive than traditional teaching materials i.e. only board and marker. That huge requirement of economy adds economical burden at school which have not handsome income for expenditure.

Lack of interaction between teacher and students: Education is a business and it is imperative to attract students through good human relation skills. The affection built between teachers and students plays an important role in the classrooms behaviour and later study. However, in the English classrooms it is found the interaction and affection between the teacher and students seemed to be in danger because of overuses of multimedia in classrooms. The use of multimedia technology in the language classrooms

enhances the interest of the students through audio, visual and textual effects upon the students but it lacks interaction among the students and between teachers and students. The teachers in the multimedia classrooms are busy with machine operation which might even get the proficient teachers busy. The teachers will pay much attention to machine rather than students. Teacher 'C' said *sometimes we are busy on operating the multimedia technology so we forget to interact with students. We are not fully trained about multimedia technology so.* Similarly, Teacher 'D' said *when I use multimedia in classrooms the only focus on how to present that interesting way but I fail to remember the classrooms should be interactive. I thought classrooms should be interactive but usually I don't practice while using multimedia in classrooms.* The tie between the teachers and students becomes loose and it seems to them that teacher is only caring about the machine and they are also focusing on the screen. Thus, the affection, which used to play an important role in the classrooms, seems to be dying.

From the above story, I came to know that if multimedia is not used properly it will reduce the humanism in the process of teaching. Teachers speak in sitting and students listen in sitting, the classrooms atmosphere become less interactive. There is no effective communication and interaction between teacher and students.

Transforming students into lazy learners: Completely depend on computers are creating poor studying habits. Many students keep browsing websites to find the shortest possible way to solve problem instead of solving them in a traditional way which actually helps them to gain in-depth knowledge of the subject matter. Teacher 'A' said *students study only surface way rather than in-depth study. They search only convenient way to study. So they copy from internet and paste them to complete assignment.* Spell-checkers prevents them from learning the correct spelling thus resulting infinite spelling mistakes in the paper. Teacher 'C' complained that *the main problem of today's students is their poor spelling. I think they ignore the spelling because computer and*

other tools correct the spelling automatically. On the other hand most of the lessons can be easily accessible to them online through different websites on their computers which are making them inattentive in classrooms or making them absent in the school frequently, teacher 'D' said. In the same way Pun (2013) says the sound and image of multimedia technology affect the students' initiative to think and speak. The ELT class turns into a show case and the students are considered only as viewers rather than the active participants in the classrooms.

In conclusion, although the multimedia teaching enhances the problem capacity of students it is making students lazier. Students' focus on in-depth study has gradually become poor. Students are more active in internet surfing than think and creative activity.

*Troubles in using technology: It is the human being who built technology not the technology that created a human. As humans are not error-free, similarly technology too does not come error-free. There are lots of problems like server error and connectivity problems which take most of the classrooms time to troubleshoot it, therefore, hindering the learning process which can sometimes be a matter of frustration both for the learners and the educators. Teacher 'A' said...it takes more time because technology creates technological problems. Sometimes connectivity disconnect problems occur, laptop doesn't work properly so it takes times of both teacher and students. Wastage of time because of unnecessary issues is not at all advisable in schools or where every second is valuable for the learners. Teacher 'D' also told same thing, he said *technological issues occurring while using multimedia consume the time of both teacher and students. School administration should provide training about how to tackle with technological problems that helps to reduce the problem a little bit.**

From the above narrative, I came to understand that the teachers who are using multimedia in classrooms also face a problem due to frequent occurrence

of technical problem in multimedia tools. These problems kill the valuable time of students as well as teachers. To avoid frequent occurrence of technical problem teachers should be more trained.

Wrong direction by the bad information: With the speeding development of technology, the websites owner urges to rank their websites higher in search engines, so they only concentrate on rankings instead of the content that they are posting. Many websites come with wrong information that has been copied and pasted from other sources without checking its authenticity. Thus the learners are misguided by the wrong information available on the websites. Teacher 'A' said *everything found in the internet may not be relevant for the subject matter. Sometimes it betrays us. All the information we get on the internet may not be right. I was also suffering from this issue. So we have to choose authentic search engine. ...nowadays people are operating their own YouTube channel so they upload different data with their own predication.* These things can perhaps become serious obstacles in their learning. Teachers while making instructional materials for their classes may also get misguided by such fake websites.

From the above story, I came to understand that many learners and teachers are guided by wrong information due to wrong content find in unauthentic websites. Teachers should be more clever while surfing different websites. Teacher should make aware the students about such fake websites they have found in internet.

Problems on Using Multimedia in ELT Classrooms. With the advanced development of multimedia for teaching, it breaks the traditional model. It is used to create new modernized teaching methods to overcome the drawbacks of traditional teaching methods. It change the blackboard plus chalk using teaching method into the vivid, interesting, visual, audible, and dynamic content. However, having such strong points, teaching with multimedia has

many problems. Respondents of this research presented different problems of using multimedia in ELT classrooms; these are discussed in next pages:

Confusion: teaching vs technology. Some English classes are totally dependent on multi-media, ignoring the role of the teachers. Some teachers enter the teaching content into the computer courseware, making the computer courseware as the substitution of textbooks absolutely in the classrooms teaching. If the teachers are totally dependent on multimedia devices during their teaching, they may turn into slaves to multimedia technology and cannot play the key role as a facilitator to the students." In this case Teacher 'C' said *while we use multimedia in ELT classrooms students are just concentrating on screen. We had to remember that technology is just supplementary for teaching. But we are using it as primary tool.* In practice, many teachers are active in using multimedia technology but they are not proficient enough to handle it properly. That is worse; some teachers have directly brought a CD-ROM courseware for their lessons, or copy other peoples' overall courseware. Teacher 'A' said *we spend whole time to teach whatever we prepared in PPP.* It would only demonstrate the results of other people, and just completely ignore the 'teaching-centred-thinking', completely change into a multimedia-centred-thinking.

In short, the use of multimedia in education has inevitably been trendy owing to its multiple benefits. But due to the lack of competent human resource this technological assisting component has become vague; either it is teacher centred or multimedia centred teaching.

Performance on behalf of the lead. The teaching process is that teachers arouse students' enthusiasm and guide students to active learning. Multimedia just only provides a supporting role in the process. But now the teachers use the multimedia presentation to replace the guidance of teachers completely. Some teachers show the teaching materials as many as possible in order to attract the students' interest and make the class vivid. Teacher 'A' said *students become*

passive listener rather than active learner. Teachers only focus on how to finish the class rather than motivating the learner. But it was hard for some students to grasp these materials in such a short time. The cultivation of students' thinking capacity should be the major objective in teaching and using of multimedia technology. The students should be given opportunities for thinking, analyzing and exploring their own world. Teacher 'D' said *we are just consuming time for presenting multimedia content in classrooms rather than give opportunities for thinking and doing activities in classrooms.* Similarly Teacher 'C' argued that, *students are only enjoying on audio video materials those are presented on the screen but teacher have been forgetting to share what actually should be provided in the classrooms.* Students only pay attention to appreciating the picture, and do not pay attention to what they should really master in the classrooms. Students receive a lot via watching in the class, without impression and consolidation from the presentation by multimedia. Pun (2013) also provides same opinion, "with the help of multimedia technology; prepare the pre-arranged courseware for the language teaching that lacks real-time effect in the classrooms and the students become unable to give feedback to their teachers".

In summary, there are many advantages in using multimedia technology in teaching, meanwhile problems exist. Teachers depend on multimedia too much, and the learning motivation of the students is weakened. Excessive use of multimedia technology in teaching lacks the classrooms more natural and teachers are forgetting to arouse students' interest toward learning.

Lack of special skills. There are many multimedia user teachers who just have half-baked knowledge. It is a challenge for teachers to use multimedia equipments sometimes. Multimedia teaching requires teachers with multimedia computer operation abilities. Owing to traditional educational system, many teachers are not good at computers. Teacher 'A' said *...we have no technological knowledge as much as required to operate it. Sometimes it also creates problems while technology doesn't work properly.* There are problems

happening unexpectedly in the classrooms. Similarly, Teacher 'C' and 'D' also shared same problem, they said *we have no adequate training about multimedia teaching so we are facing different problems. When problems occur in classrooms it consumes time and affect teaching learning process.* Because of lack of proficient operation of multimedia, some teachers waste certain time to operate the computer; the unskilled operation of computer would affect flow of the instruction, which would demotivate the students if it happens frequently in the classrooms.

In conclusion, due to the inadequate knowledge to operate computer system teachers are facing many problems in teaching learning activities. Even, rarely occurring unexpected problems also create great impacts on classrooms activities.

Inadequate methods of teaching. With the advancement of computerization, teachers are not equally trained with its proper implementation. Using applied science to achieve education in the proper way is a good thing but to transform it into an active set of skills is a matter of time. Inquiry-based learning is the best way to teach the learners where they get an opportunity to research on different topics individually. Technology should be fused with this method of teaching to make the learner's brain keep working instead of being totally dependent on them. The use of multimedia technology in teaching makes the students understand the content easily, but their abstract thinking would be restricted and thereby their logical thinking would be faded away. If the students only perceive the images and imagination shown on the screen, their abstract thinking would be restricted and logical thinking would fade away. Teacher 'C' said *we are poor in the use of different teaching methods of using multimedia in ELT classrooms. We are just trying to use multimedia and forget making classrooms interactive and livelier.* There are various teaching methods to teach language by using multimedia. Inquiry based learning, game based learning, personalized learning etc. are some example of teaching methods with using multimedia in classrooms. But teachers are using

multimedia and students are only focusing on screen. In this regard Teacher 'D' said *I am using multimedia in ELT classrooms. Students are more concentrative for observing whatever I prearranged in PPP. They don't ask any question it means there is no interaction between us.*

In summary, even though having many methods of teaching by using multimedia, teachers are compelling the students only focusing on screen. They are forgetting to make classrooms more active and making classrooms silent listener that confine the logical thinking of the students.

Factors Determining on Using Multimedia in ELT Classrooms. Using multimedia in ELT classrooms is beneficial for learners and teachers too. Nowadays teachers are using different ICT tools as pedagogical materials. Though they are using such tools different factors encourage and discourage to use them. A number of factors such as access to resources, quality of software and hardware, ease of use, incentives to change, support and collegiality in their school, school and national policies, commitment to professional learning and background in formal computer training influence teachers' decisions to use multimedia in the classrooms. Factors, those affect making decision on using multimedia in ELT classrooms are discussed below:

Technology availability and support. The availability of technology and support of administration to use multimedia vary on use of multimedia in ELT classrooms. According to Economic Survey 2075/76 only 8366 school have computer facility and among them only 3676 school are using computer in teaching learning process (MoF, 2019). The availability of learning media provided in school are quite varied, either in the form of electronic media such as the type of recorder, television, projector, films, and other. Meanwhile, non-electronic media that can be found are assortment of images such as a green landscape pictures, pictures of heroes, paintings and other colourful printed material, these colours is expected to attract the students' attention. This availability of technology and support of administration affects the use of

multimedia in ELT classrooms. Teacher 'A' said *sometimes we can't use multimedia in our classes though we have strong will because of lack of technology. So school administration should help and support.* Similarly Teacher 'C' and 'D' also said *sometimes technological problems occur while using multimedia but school administration doesn't solve these problems on time. So we are unable to use multimedia in classrooms. Gradually we are compelled to leave using multimedia in the classrooms because of technological problem.* Above mentioned data shows that technology accessibility and support of administration play crucial role in the use of multimedia in the classrooms. Where there is ease of access to the technology and encouragement of administration, there the teachers are enjoying with use of multimedia to make classrooms more effective.

From the above narration I came to understand that the school factors played an important role in how the teachers made use of multimedia in classrooms activities. Access to sufficient quantities of technology determines the success of teacher in making multimedia classrooms. Technological, financial, and educational support should be provided for betterment of multimedia teaching. There will be wider success among teachers if ample technology support and time for teachers to learn the technology are provided.

Teachers' belief. Teacher beliefs, especially those attributed to value and self-efficacy, play an important role in determining subsequent classrooms practices (Paraskeva et al. 2008). Teachers' perceptions of value beliefs in regards to technology integration encompass the level of importance they assign to instructional practices that incorporate technology. Ultimately, the reason for using technology is related to teachers' perceptions about whether or not these tools can help them address important instructional goal. In this regard Teacher 'A' said *some teachers don't use multimedia even though there is multimedia technology because they don't believe that multimedia helps teaching and learning activities.*

Teachers' perceptions of their self-efficacy beliefs have also been associated with increased levels of technology integration (Li 2014). Teachers must believe they are capable of using technology before they act on these beliefs. In this regard Teacher 'C' responded *we are not fully trained so I like to say we are half baked person. Sometimes it also affects the use of multimedia. Sometimes we hesitate to use multimedia because of making more attractive and lively materials for the classes.* Teacher 'D' said *I regularly evaluate my class after finishing the multimedia presentation. I found that something is missing because of lack of technical knowledge. Then I decide to make it more interactive in the next day.* Teachers frequently judge their abilities to perform certain actions based on successful mastery or previous experiences. It follows that teachers require exposure to such experiences in order to increase their self-efficacy beliefs towards technology integration (Ertmer and Ottenbreit-Leftwich 2010).

To sum up, teachers' belief is also a factor limiting teachers to utilize the multimedia software in classrooms. Teachers who have positive attitudes toward multimedia are frequently using multimedia in classrooms in contrary to this; teachers who have negative attitudes toward multimedia aren't using multimedia even though there is good facility of multimedia technology in classrooms. Teachers' interest level of using multimedia also determines the level of using multimedia in classrooms.

Knowledge of technology integration. In addition to beliefs, teachers' characteristics that may hinder technology integration include knowledge and skills of using multimedia technology. To use technology in ways that facilitate student learning, teachers need to have knowledge on how to integrate technology into the teaching and learning of specific subject matter; often referred to as technological, pedagogical, content knowledge. Such knowledge entails understanding the technology tools themselves and more importantly, knowing their pedagogical accordance in order to achieve meaningful learning outcomes (Ertmer and Ottenbreit-Leftwich 2010). In this regard, all the

teachers sorrow that they are not fully trained about multimedia technique. All elements of multimedia technique are not found easily. Specifically, teachers need to know how to select appropriate resources, evaluate student learning, manage their classrooms, and resolve simple technical issues (Hew and Brush 2007). Teacher 'A' said *training helps to tackle the problems occurred while using multimedia after getting formal training. I was also more interested to use multimedia*. In this way, the lack of knowledge and obstacles facing while using multimedia discourages teachers from using technology tools.

From the above narration I came to know that the reason behind using multimedia or not using multimedia in classrooms is typically based on their beliefs and knowledge on multimedia technology. For using multimedia technology in teaching activities; teacher should have adequate knowledge on technological, pedagogical and content knowledge what is going to be taught. Narration shows that teachers who have knowledge of technology integration are using multimedia than other.

Formal training. Teachers are not adequately prepared to teach with technology. Teacher 'C' said *nowadays we are integrating technology more than before. The reason behind it is training*. Similarly, Teacher 'D' said *after getting training the confidence level to use multimedia is becoming greater*. Likewise Teacher 'A' responded *I am also more interested to use multimedia after getting formal training. Training helps to tackle the problems occurred while using multimedia in classrooms. Sometimes these small problems become bigger one*. Professional development (PD) programs have been considered the single most important means' through which teachers enhance the quality of their teaching and consequently the quality of their students' learning (Yates 2007, p.218). Through PD, teachers learn new pedagogies of teaching with technology, how content can be taught using these new technologies, and how to help learners acquire specific content standard using technology. One of the main reasons that teachers do not integrate technology is the lack of effective training.

From the above narration I came to understand that formal training is one of the most determining factors of using multimedia in classrooms. For integration of multimedia in ELT classrooms teacher should have technological knowledge. Formal training helps them increase the level of technological knowledge and confidence. They can easily tackle the problem occurring during the classrooms activities. Formal training also makes clear the teacher about how to make classrooms more interactive.

Strategies for Using Multimedia. Teaching strategies refer to methods used to help students learn the desired course contents and be able to achieve goals in the future.

Combining Modern Teaching Methods with Traditional Teaching Methods. There is no doubt that modern teaching methods have many advantages over the traditional ones. Compared to traditional textbook or workbook, a multimedia program can provide immediate feedback on the correctness of the learner's response. In this regard, Teacher 'C' said *experienced teachers know well that a perfect courseware is an ideal project in the mind, and that in practice, they need to enrich the content on the blackboard with emerging of new questions raised by the students.* Similarly Teacher 'D' said *we can provide immediate feedback when we are using ICT in teaching. When students get multimedia content they respond in various ways so teacher can give immediate feedback to correct the learner response.* Therefore, traditional teaching methods are still commonly used because of their own strong points. Teacher 'A' said *we should combine traditional methods of teaching with multimedia. With advancement of technology teaching should be changed. We can teach every subject matter with audio visual medium using multimedia.* So teachers should combine their strong points with modern teaching methods, which not only raise classrooms teaching quality and efficiency, but also improve teaching and learning environment between teachers and students.

From the above discussion, I came to realize that the inclusion of modern teaching methods in this time is necessary as it opposes the idea of traditional forms of repetition and memorization of syllabus to educate students. To develop decision-making skills, problem-solving skills, and critical thinking ability, modern teaching methods are best suited. The new ways of teaching make students more productive and encourage them to collaborate.

Viewing Multimedia as the Assistance to Teaching. Multimedia enables students to manipulate and create material to learn by doing. But when we use computers in teaching, we should understand they can only assist but cannot take place of all the other teaching methods. It is wrong for the teachers to take no notice of textbooks when they are designing courseware. Multimedia can help English teaching but, teachers should get a clear idea of how and when to make good use of them. In this regard, Teacher 'A' said *only use of multimedia can't make effective classrooms. To make effective classrooms we have to use multimedia in proper way.* Similarly Teacher 'C' said *during multimedia assisting teaching, teachers still play the leading role that their position could never be replaced by the computer. For instance, the introduction to each lesson and speaking communication are good way to improve students' listening and speaking which the computer cannot fulfill.* Application of multimedia technology aims to improve teaching, but teaching is not intended for multimedia. There is no doubt that teaching needs multimedia, but using multimedia does not mean enhancing teaching efficiency. Teacher 'D' said *if the teaching can be completed in a few minutes in ordinary classrooms, it is certainly unnecessary to use multimedia. Because of all kinds of media in multimedia technology, sometimes students may concentrate not on teaching contents but on media.* If so, students are not able to grasp teaching contents well. That means every class may not need multimedia teaching. One important principle is: When simple is best, keep it simple. Therefore, multimedia can only be used as a supplement to classrooms English teaching.

From the above story I came to understand that the Multimedia teaching is a kind of advanced teaching form with advantages of intuitive, vivid, informative, and interesting and many others. It has incomparable advantages against traditional teaching means and can greatly improve teaching efficiency, but we should also realize its shortcomings at the same time. The traditional teaching and multimedia teaching must be organically combined as auxiliary and supplement each other, only this can receive the teaching effect of getting twice the result with half of the effort.

Building the Ideal Relationship between Teachers and Students.

Application of modern teaching methods can make teaching efficient. But it is wrong for some people to hold the view that machine can take place of human beings. It is more challenging role for teachers now that the expectations are more complex. In other words, in the information age, the role of teachers has evolved, moving from a traditional teaching role to being “a facilitator”. Teacher 'C' and 'D' argued that *we are not just teacher to teach them, we are facilitators too. Nowadays different teaching methods and approaches are being discovered one of them is student-centred teaching method. So we have to change our mind from teacher-centred to students-centred teaching.* In this regard Teacher 'D' said *just enter into class and teach the students is not the only job of a teacher, teacher should make good relationship with the students which will help to meet the objective of lesson and teaching becomes more effective.* At any time teachers' explanation plays an extreme part, which is a language art and cannot be substituted by any technology till now. Although teaching methods have changed, teaching laws and characteristics of students' development in body and mind still remains unchanged. Teachers should play a leading role in the teaching. In the past, students were thought of to be passive knowledge receiver. However, the role of students with learning has changed in the information age. Teacher 'D' said *a problem remains that displaying of the content of texts in the PPT courseware cannot take the place of students' thinking or English communication in simulated circumstance. When utilizing*

multimedia application, we need to encourage the students to use their own mind and speak more also actively join in class practice. There is a movement towards learner-centered approaches. How actively students participate in the learning situation is an important parameter for the learning environment. One part of the role of students is to actively formulate their own goals for their learning goals.

In conclusion, students are more motivated to attend classes if they know their teacher cares about them and will help them succeed. Positive teacher-student connections can help children develop self-regulation skills, particularly autonomy and self-determination. As students learn how to evaluate and manage their behaviour, they will be able to reach their personal and academic goals.

Strengthening Teacher Training. Multimedia assisted English teaching requires teachers with multimedia computer operating experience. It is a challenge for teachers using multimedia because of heavy preparation work and increasing workload. In the light of the problems the teachers should be trained with the use of modern equipments. They should be familiar with the operation. They should be expert in one thing and good at many. They should know well about modern educational theories and techniques. In this connection Teacher 'A' responded *I am also more interested to use multimedia after getting formal training. Training helps to tackle the problems occurred while using multimedia in classrooms.* From the response of teacher 'A' we can say that teacher training for using multimedia is essential for making better ELT classrooms. Similarly Teacher 'A' further said *we should combine traditional methods of teaching with multimedia. With advancement of technology teaching should be changed.* It is also possible through teacher professional development. Therefore ELT classrooms with multimedia will more interactive and effective when teacher get effective training to increase their professional ability.

In conclusion, teacher can get wide range of opportunities to improve their skills through training. Teacher training is formal learning process to make the teacher competent and efficient. Training of teachers provides them the knowledge, skill, and ability that are relevant to the professional life of a teacher. Trained teachers are more likely to lead to diversity in practice at all levels of instruction. Therefore, to make effective and successful classrooms with multimedia technology, teacher should be well trained.

Roles of Multimedia in ELT Classrooms. The rapid rising and development of Information Technology offered a better pattern to explore the new teaching model. As a result, multimedia technology plays an important role in English teaching. However, some teachers rely so much on the technology that the disadvantage emerges in the teaching process. In order to make more efficient use of the technology and the practical value in English teaching, the paper put forward positive suggestion and strategy by analyzing the problems in the use of multimedia technology.

21st century is the age of globalization that one important instrument is to grasp one or various foreign languages and English language comes first. With the rapid development of science and technology, the emergence and development of multimedia technology and its application in teaching, traditional teaching model is unfit for contemporary English teaching and therefore multimedia technology featuring audio, visual, animation effects comes into full play in English classes teaching and sets a favourable platform for reform and exploration on English teaching model in the new era. It's proved that multimedia technology plays a positive role in promoting activities and initiatives of student and teaching effect in the English classrooms.

Necessity of Using Multimedia in ELT Classrooms. Multimedia activities encourage students to work in groups, express their knowledge in multiple ways, solve problems, revise their own work, and construct knowledge. The advantages of integrating multimedia in the classrooms are

many which are already discussed above. Furthermore, through participation in multimedia activities, students can learn: real world skills related to technology, value of teamwork, impact and importance of different media, how to express their ideas creatively. Some beneficial aspects these help to prove that multimedia is necessary for teaching and learning process are discussed below:

Raise interest level. Nowadays, the stereotyped traditional teaching methods and environment are unpopular while multimedia technology featuring audio, visual, animation effects naturally and humanely makes us more access to information. Besides, with such characteristics as abundant-information and crossing time and space, multimedia technology offers a sense of reality and functions very well, which greatly cultivates students' interest and motivation in study and their involvement in classes activities. In this regard Teacher 'A' clarified with example: *I have found differences in interest between using multimedia and without multimedia. When I enter the classrooms with multimedia they are more interested to learn. They become ready to observe and listen.* Similarly, Teacher 'D' responded *multimedia application increases the level of interest to learn. Audio, video, and animated content makes the classes livelier so students are keen to learn.* Therefore, multimedia technology used in teaching makes classrooms livelier which cultivate the interest of learning and effective classrooms.

In conclusion, compared with the traditional English teaching, multimedia is good for arousing students' interest and motivating students to study English. Multimedia assists the teacher to integrate the pictures, music and video into the courseware and make the content more colourful with direct positive results for their achievement.

Heightening understanding. Multimedia teaching enriches teaching content and makes the best of class time and breaks the “teacher-centred” teaching pattern and fundamentally improves class efficiency. On this subject

Teacher 'C' said *nowadays we are practicing students-centred teaching method. It means students are more engaging in learning process. We are facilitating them and providing feedback.* It is very common that in very large crowded classrooms circumstances, it is difficult for the students to have speaking communication. The utilization of multi-media sound lab materializes the individualized and co-operative teaching. Teacher 'D' said *I am teaching in large classrooms. There are more than 30 students and my voice is a little bit lower than others so the last benchers may not hear my voice. So multimedia helps me to teach all skills of English language.* The traditional teaching model mainly emphasized on teachers' instruction, and the information provided was limited. Multimedia technology goes beyond time and space, creates more vivid, visual, authentic environment for English learning, stimulates students' initiatives and economizes classes time meanwhile increases classes information.

To sum up, teacher as stakeholders need to consider individual differences among learners including their academic abilities, learning styles as well as learning disabilities. Some students need more attention and special arrangements while others do not. Having different learning modalities, some students learn better by vision, others by touching, and others by doing practically while others just need to hear from lecturing teacher. In such a heterogeneous class, multimedia instructional materials are the best strategy to cater for all students.

Create a environment for language learning. Multimedia teaching creates an environment for language teaching. This methods makes the classes lively and interesting, as well as optimizing the organization of the classes. Multimedia has its own features such as visibility and liveliness. During the process of English communication skill teaching, sound and pictures can be set together, which enhances the initiative of both teachers and students. When using multimedia software teachers can use pictures and images to enrich the content of classes, and also imagine different contexts in the process of

producing teaching courseware. About this Teacher 'C' said *when I use multimedia in classrooms it become livelier than other because I use different pictures, images, videos, and audio. These materials help the students to see the object not just imagine the object.* Students in the classes can use multimedia to understand the classes in a clear way. Through the whole interactive process, it is apparent that using multimedia in ELT is effective in nurturing students' interest in learning English communication, as well as enhancing teachers' interest in English communication teaching. In this regard Teacher 'D' said *after starting use of multimedia in classrooms the curiosity of learning of students as well as my interest is also enhancing. I am searching various materials to make multimedia content more effective. I am trying to present these materials in effective and interesting way.* As Zheng (2006) points out through multimedia and network technology we can offer students not only rich sources of authentic learning materials but also an attractive and a friendly interface vivid pictures and pleasant sounds, which to a large extent overcome the lack of authentic language environment and arouses students' interest in learning language.

In conclusion, Multimedia has characteristics likes visibility and liveliness prompt the student's interest in learning language. Multimedia can be a cause of good initiative for both teacher and learner. Authentic learning materials attract the learner to learn more clearly without any doubt.

To Improve Interaction between Teacher and Student. Multimedia teaching stresses the role of students, and enhances the importance of “interaction” between teachers and students. A major feature of multimedia teaching is to train and improve students' ability to listen and speak, and to develop their communicative competence, during this process, the teacher's role as a facilitator is particularly prominent. Teacher 'C' and 'D' argued that *we are just facilitator, students themselves are engaging in the learning process. They interact with each other and ask the teacher as well. That helps make the ideal relationship among students and between teacher and students as well as*

it improves interaction between teacher and students. Using multimedia in context creation creates a good platform for the exchange between teachers and students, while at the same time providing a language environment that improves on the traditional classrooms teaching model. In this way, teachers in the classrooms no longer blindly input information and force students to receive it in a passive way.

In short, multimedia teaching stresses the role of students, and enhances the importance of interaction between teachers and students. A major feature of multimedia teaching is to train and improve students' ability to listen and speak, and to develop their communicative competence. During this process, the teacher's role as a facilitator is particularly prominent. Using multimedia in context creation creates a good platform for the exchange between teachers and students, while at the same time providing a language environment that improves on the traditional classrooms teaching model. In this way, teachers in the classrooms no longer blindly input information and force students to receive it in a passive way.

Chapter 5

Findings, Conclusion and Recommendations

This chapter concludes my study which I have drawn from chapter one to chapter four. It is all about the brief description of my research study. Especially the final chapter discusses the main findings of the study presented in chapter four. It deals with major findings of the study, conclusion and recommendation to the policy maker, teacher educator, and ELT practitioners.

Findings

Trying to explore the experiences on using multimedia in ELT classrooms of English language teacher, I found the actual experiences they shared with me were highly accounted. Stories, a form of discourse and a way of social interaction provided me the huge amount of insights for understanding the experience closely. In this part, I have thus presented the findings on the basis of the narrative reflection and in-depth face to face interview. Moreover, I have tried to present the main themes of research finding separately that stemmed from the data analysis, research objective and research questions.

Experiences of Teachers on Using Multimedia in Teaching English Language

-) The use of images, sounds and videos give opportunity to view information up close and help to manage cognitive load. Learning becomes easier because simulations allow students to visualize real-life situation.
-) Verbal and visual representation of content makes deeper understanding.
-) Using multimedia in the classrooms breaks the teacher-centred traditional teaching method and improves the teachers' teaching competence.

-) Multimedia using classrooms emphasizes student's engagement in authentic, meaningful interaction. That interaction enhances problem solving capacity of students.
-) Multimedia technology links the real life situation that helps the student to get vast variety of information around the world.
-) Huge economic requirement and troubles in using technology compel to follow traditional methods of teaching.
-) Sometimes imprudent use of multimedia transforms the students into lazy learners and makes less interaction between teacher and students.
-) Lack of special skills, inadequate methods of teaching might mislead the classrooms.
-) Technology availability in school and support of school administration, teacher's belief toward multimedia, knowledge on multimedia technology, and formal training are the key factors of determining on using multimedia in ELT classrooms.
-) Multimedia is merely tools for instruction so it should be combined with traditional teaching methods to create environment for learning.
-) Teacher training should be strengthening that helps the teacher to know how the ideal relationship between teachers and students can be made.

Role of Using Multimedia in English Language Classrooms

-) Multimedia technology featuring audio, video, animation effects offer a sense of reality and functions very well, which greatly encourage students to actively participate in the classrooms activities.
-) Multimedia teaching less emphasizes the teachers' instruction; it stimulates student's initiatives and economizes classes time which helps to enhance understanding level of students.
-) With rich source of authentic learning materials overcome the lack of authentic language environment and arouses students' interest in learning language.

-) Group discussion, subject discussion, and debates offer more opportunities for communication that inspire students' positive thinking and increase the pace of interaction.
-) Multimedia teaching emphasizes the role of students and teachers as a facilitator. It enhances the importance of interaction between teachers and students.

Conclusion

For educational purposes, multimedia refers to computer-based systems that use associative linkages to allow users to navigate and retrieve information stored in a combination of text, sounds, graphics, video, movies, music, lighting and other media as for education. Besides being a powerful tool for making presentations, multimedia offers unique advantages in the field of education. Multimedia enables learning through exploration, discovery, and experience. With multimedia, the process of learning can become more goals oriented, more participatory, and flexible in time and space, unaffected by distances and tailored to individual learning styles, and increase collaboration between teachers and students. In addition to having advantage it also has some disadvantages. With excessive use of multimedia in language classrooms decreases the interaction between teacher and students and make students passive learner. Owing to huge economic requirements and training troubles in using multimedia in language classrooms. Some factors are limiting the use of multimedia in English language classrooms that creates problems on teaching and learning language. If we tackle these problems with strategies like combining multimedia with traditional teaching method, using multimedia as assistance tools for teaching language, make a good relationship between teachers and students and provide training for IT literacy; problems on using multimedia in language classrooms will be solved.

Recommendations

On the basis of the findings and conclusion, some recommendations have been made to be applicable in:

Policy Related. The educational product of a country depends on the educational policy implemented by that country or state. Similarly, teaching is also highly influenced by policies formed by the nation facilities provided to them. So, based on the findings of this research, I would like to recommend some ideas.

By examining the English teachers' lived stories, it is clear that there are very limited programs and policies to address multimedia using language teaching. So, for the improvement of the quality education the government should bring the new perspective and new approach to address the multimedia teaching related issue. Similarly, the policies and provisions should orient towards adoption of ICT in teacher professional development. Policy makers should make policies (economic and financial support for school, support for infrastructure or building) which encourages teacher to use multimedia in language classrooms. Similarly, I would like to suggest providing different types of teacher awareness programs, training and seminars to the teachers and others who are directly and indirectly related to the teaching and learning field.

Practice Related. The practitioners of ELT, such as teachers, text writers, material producers, students can effectively utilize the study to make effective language classrooms by making it lively.

Finding shows that teaching through multimedia decreases the pressure on teaching and emphasizes the students' engagement. So teachers are suggested to combine the multimedia with traditional teaching methods. Most of the novice teachers do not have practical knowledge about multimedia teaching so they are suggested to be involved in training related to multimedia teaching. Likewise, teachers are suggested to be studious and find new and

effective ways of making livelier multimedia content. School administration should play the role to make classes digital. Teachers are suggested to cope with drawback of multimedia by innovating new ideas of using multimedia. Teachers are suggested to follow the strategies given by scholars that help to make classrooms effective.

Further Research. No work is final and no research is complete in itself. This study also could not cover all the areas of research. There might have some limitation as well. While doing this thesis, I encountered with several topics and ideas. However, I have pointed out some related areas for the further study. This study was limited to English language teachers, who teach at Baglung district. It would be more interesting to see the other areas of Nepal which are poor in terms of physical and financial status than Baglung. Similarly, another possible direction to further research is related to rural areas of Nepal. The next areas for conducting research is related to the methodological aspects to get better insight of the phenomena, the narrative journals and face to face in-depth interview are not enough. In order to get the better insight on role of multimedia in teaching language, it would be better to use the others methods like experimental, action research, classrooms observation, sample survey etc. It helps to examine and explore the personal and social lives. This research is based on secondary level English language teacher so it might be more interesting to choose primary level teacher also.

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Participant Information Statement

Dear Participants,

I would like to invite you to take part in a research entitled **Teachers' Experiences and Beliefs on the Role of Using Multimedia in Teaching and Learning English** which aims to identify the teachers' experience and Beliefs on the Role of Using multimedia in teaching and learning English. Your participation will be helpful in completing the research and finding out the teachers' experience and belief about using multimedia in ELT classrooms. This study will take place under the supervision of **Mr. Jagadish Paudel**, lecture, at the Department of English Education, Central Department of Education.

This study involves semi structured interview and written narrative. You will be asked about your experiences on using multimedia in classrooms. Participation in this study is completely voluntary. The finding of this study will be informed you that might be helpful for you. The records you have provided will be kept confidential and if you do not want to show your name, it will not be mentioned in the final product. No evaluation will be made about your performance on the basis of data you provide. If you have any queries, you can talk me any time.

You can keep this document with you.

Thank you for kind cooperation!!!

Researcher
Dipak K.C.
Tribhuvan University
Department of English Education
Kirtipur, Kathmandu
Contact no.:9857639125
Email: kcdipak56@gmail.com

Informed Consent Form

Participant's Understanding

-) I read and understood the purpose of this study and value of my participation.
-) I agree to participate in this study that I understand it will be submitted in partial fulfillment of the requirement for the master's degree of education at Tribhuvan University.
-) I understand that my participation is voluntary.
-) I understand that all data collected will be limited to this use or other research – related usage as authorized by Tribhuvan University.
-) I understand that I will not be identified by name in the final product.
-) I am aware that all records will be kept confidential in the secure possession of the researcher.
-) I acknowledge that the contact information of the researcher and his advisor have been made available to me along with a duplicate of this consent form.
-) I understand that the data I will provide will not be used to evaluate my performance any way.
-) I understand that I may withdraw from the study at any time with no adverse repercussions.

Name of Participant:

Signature:

Researcher:

Supervisor:

Date:

Appendix I

Interview Guide

Name:.....

College:.....

Experience:.....

1. How long have you been using multimedia in your classrooms? How frequently do you use multimedia in your English classrooms?
2. What type of multimedia programs and tools do you use frequently?
3. How do you use multimedia in your classrooms?
4. What is your experience using multimedia in ELT classrooms?
5. How comfortable are you using multimedia in classrooms? Tell about students' participation, interest, and productivity of the class while using multimedia.
6. What makes you motivated to use multimedia?
7. Are there any determinant factors on using multimedia in ELT classrooms?
8. Based on your experiences, is using multimedia in classrooms effective than traditional one?
9. How effective is a multimedia classes in attaining the objectives of lessons/syllabus/curriculum? Tell based on your experiences.
10. What different text, form of teaching have you ever used and how they support you in teaching?
11. Do you use other tools (realia, pictures, maps, etc.) along with multimedia? What are your experiences with them?
12. Multimedia in ELT classrooms is beneficial or not? How do you feel?
13. What can be the advantages and disadvantages of multimedia?

14. Are you in reach with enough resources i.e. subject matter, interactive materials, other authentic and non authentic materials, flexible to use in multimedia classes for its effectiveness?
15. According to your experiences, what role does multimedia play in English language classrooms? I mean, why it is necessary for ELT classrooms?
16. What difficulties are faced on using multimedia in English language teaching?
17. Finally, what strategies should adopt to improve the effectiveness of multimedia class?
18. What do you expect form administration?
19. What do expect from curriculum designer, policy maker and government?

Thank you for your cooperation!!!

Appendix II

Transcription of Interview with Teacher A

Researcher: Sir Namaste!

Respondent: *Namaste!*

Researcher: Are you fine? Sir.

Respondent: *Yes. Fine sir. And you?*

Researcher: Me too sir. I am Dipak KC from Tribhuvan University. This interview is only taking for my thesis entitled Teachers' Experiences and beliefs on using multimedia and its role in teaching learning activities based on narrative inquiry research design. So, please would you mind to share your own experience of teaching for help my thesis?

Respondent: *It's ok. No problem. Please ask. I will provide you my experiences as much as I have.*

Researcher: Ok. Sir, when did you start to teach in this school? Before this school did you teach other school too?

Respondent: *I joined this school two years ago before this I taught another school for five years. So I have nearly seven years of teaching experiences as English language teacher.*

Researcher: How frequently do you use multimedia in your English classrooms?

Respondent: *I am using multimedia frequently in this school than previous school.*

Researcher: It means, you used multimedia in previous school?

Respondent: *Yes, we used multimedia in previous school but not frequently as much as here. There was separate room for projector as projector room. To show something related to content they would have taken the students to projector room. If someone already reserved that room, other did not get chance to show their content even they made ready to show.*

Researcher: Does this school have better availability of technology than it did in the previous school, so you can teach your students using multimedia?

Respondent: *Although such an abundance of technology is not available, it is comparatively good. Now, we have 3 projectors, 3 of them 1 is fixed in the projector room, and the rest can be taken to the desired class. Despite the difficulties, we have used the available technology.*

Researcher: Does this means that PowerPoint Presentations in projector are used only as multimedia?

Respondent: *No. no. no. sir. The projector is just an electrical device to show multimedia content. In addition to this, I have used printed pictures, recorded sounds, etc.*

Researcher: Is the administration supporting to teach with multimedia? or, in other words, how much support does the administration do?

Respondent: *When we talks about cooperation and support, there is good cooperation and support from the administration. When I came to this school there was only one projector. Printer was used only for official purpose. As time demands, the projectors added up. Administration sends us to different trainings. The school also once provided training on how to make PowerPoint Presentation better and more effective. Nowadays teachers use printed pictures.*

Researcher: What motivated you to use multimedia in teaching?

Respondent: *When talking about motivation, I enjoyed using technology. So I started to use modern technology of multimedia while school bought some technological tools. Apart from that, I also learned a lot from attaining different training. There is one saying "a picture is worth a thousand word" it is really relevant to teaching learning activities. Students can get idea easily from picture but they don't understand when interpreting. I used video for teach biography of well known person. So they understand well. Students are more curios to learn while I use native speakers' audio clip to teach speaking skill. One more interesting thing is they try to copy native speaker's accent.*

Researcher: Sir talked about how learning process is good when using multimedia in teaching. In your experiences, which one is more effective lecture method (traditional method) or using multimedia?

Respondent: *Of course, using multimedia is more effective than traditional one. As per my experience, today's students are more advanced than past. The reason is teaching strategy. In past teacher used to use lecture methods. They forced to recite. We learned from that background. But nowadays teacher are thinking how the class are more effective, teaching learning activities will more fruitful? So nowadays I am using multimedia. Using multimedia is more beneficial so it more effective than lecture method.*

Researcher: Sir you talked about the benefits of multimedia. What could be the benefits of applying multimedia in teaching process?

Respondent: *When we talks about benefits of multimedia, there are many benefits of using multimedia in teaching. Among them understanding level will increase is one. When we use audio visual material they have chance to get more real concept. Students can learn better by seeing than listening. And can learn better by both audio video materials because they can observe and listen. When we use multimedia they are motivated to learn. Another one is they build positive attitudes which helps to learning process.*

Researcher: How multimedia helps to increase positive attitudes? And how positive attitudes help to learning process?

Respondent: *Let me clarify you with example. I found differences in interest between using multimedia and without multimedia. When I enter the classrooms with multimedia they are more interested to learn. They become ready to observe and listen. This means they are ready to learn. They are more active too.*

Researcher: Any more advantages sir?

Respondent: *While talking about other advantages, I started to search different relevant materials these are found in internet which are beneficial for both students and teachers. I am also updated with new circumstances. One interesting thing is students ask the sources of these materials and they also search at their home and tell in next day. This is also one advantage of multimedia. Likewise it improves teaching efficiency. It breaks the teacher centered traditional teaching method and fundamentally improves the teacher's teaching efficiency.*

Researcher: We talked about advantages. Are there any disadvantages of multimedia? Or not?

Respondent: *Of course, everything has pros and cons and it has too. When we talks about disadvantages it requires huge amount of money. We should buy many materials to show and make interesting materials. Government has helped small amount of money to buy ICT tools so school management have to manage it. So school should spend huge amount of money. It requires many tools such as projector, computer, internet, and classrooms management should be applicable for multimedia purpose. Sometimes it doesn't work properly so we should spend money for its maintenance. Another disadvantage is it makes students lazy and cheater. Students study only surface way rather than in-depth study. They search only convenient way to study. So they copy*

from internet and paste them to complete assignment. It decreases the habit of research. They don't have any in-depth knowledge of subject matter because of copy and paste from internet. Next disadvantage is misleading by bad information. Everything find in internet may not relevant for subject matter. Sometimes it betrays us. All information getting from internet may not be right. I was also suffering from this issue. So we have to choose authentic search engine. Another one disadvantage is it takes more time because technology creates technological problems. Sometimes connectivity disconnect problems occur, laptop doesn't work properly so it takes times of both teacher and students.

Researcher: What different text form of teaching have you ever used and how they support you in teaching?

Respondent: *I have used PowerPoint Presentation (PPP) often as teaching text form. There I have tried to include all subject matter these are relevant to the class. I have included audio, video, and animation also in PPP. That multimedia helps to make effective teaching learning environment. There is no need to more lecture because multimedia helps to describe subject matter and students are also keen to see. It helps to save time too. There is no burden of making other teaching materials. It doesn't take more time to edit prior made PPP. While we are talking these things, it doesn't mean there are no problems. It has created as many problems as it had made easy.*

Researcher: What types of problems does it create? Sir.

Respondent: *Sometimes multimedia decreases the time to interact with students. Students are also not show interest to interact with teacher. We spend whole time to teach whatever we prepared in PPP. Students become passive listener rather than active learner. Teachers only focus on how to finish class rather than motivate the learner. Multimedia is supportive tools for teaching but we have taken as main role. And next one problem is we have no*

technological knowledge as much as require for operate it. Sometimes it also creates problems while technology doesn't work properly.

Researcher: How comfortable are you using multimedia in English classrooms? Tell about student's participation, interest, and productivity of the class while using multimedia.

Respondent: *There are many factors to decide whether it is comfortable or not. For instance availability of multimedia technology in school, teachers' belief and perception towards multimedia, formal training for use and make it effective, problems occurred while using multimedia in teaching are some factor for deciding it. And next thing is it definitely increases productivity because students are ready to listen and observe PPP.*

Researcher: Sir talked about the factors that influence the teaching with multimedia. Could you explain more in detail?

Respondent: *The reason behind using multimedia in classrooms is availability of technology and support of school. It means availability of technology and support of administrations affects to use multimedia in classrooms. Sometimes we can't use multimedia in our class though we have strong will because of lack of technology. So school administration should help and support. Using multimedia in classrooms is determined by its availability. Next one is teachers' perception and belief toward it. Some teacher doesn't use multimedia even though there is multimedia application because they don't believe that multimedia helps to teaching learning activities. They love traditional methods. To change their perception toward multimedia, training helps them. When they get training about teaching with multimedia, it changes their perception and belief toward multimedia and they will start to use multimedia in classrooms. I was also more interested to use multimedia after getting formal training. Training helps to tackle the problems occurred while using multimedia in classrooms. Sometimes these small problems become bigger one.*

Researcher: How effective is multimedia class in attaining the objectives of lessons / syllabus/ curriculum? Tell base on your experience.

Respondent: *Off course it is effective than traditional method because I already told you whatever we teach using audio and video they will definitely learn better than lecture method. It means that to attain the objectives of lessons multimedia is more effective. But we have problems of availability of sources. We can't get authentic sources easily. Overall it is effective than traditional methods.*

Researcher: Do you use other tools (realia, pictures, maps, etc.) along with multimedia? What are your experiences with them?

Respondent: *Sometimes I have been using other tools as well, because I can't present all teaching materials through PPP. So I choose convenient way to use teaching materials. We already discuss that we are not well trained yet all so I have to use other materials too. These tools also help in teaching learning activities like multimedia.*

Researcher: Are you in reach with enough resources i.e. subject matter, interactive materials, and other authentic and non authentic materials, flexible to use in multimedia class for its effectiveness?

Respondent: *We already talked that all elements of multimedia are not easily available. We should depend on text book only. We have teachers' manual for different subject but these have no sufficient elements of teaching materials. So we have to use different search engine like WWW, YouTube, etc. But there is also problem to choose which one is authentic data. Nowadays people are operating their own YouTube channel so they upload different data with their own prediction. These data create us huge problem. But somewhat, these available subject matter are interactive and effective also.*

Researcher: What do you expect from administration?

Respondent: *We expect from administration, first is they should make the availability of multimedia technology. That helps the teacher to use multimedia who wants to use it in classrooms. Next thing is technology are becoming more advanced day by day so school administration should create environment for training. All elements of multimedia are not found easily so administration should play the role for providing these elements. Than another one is administration should conduct different program which encourage the teachers to use multimedia in classrooms.*

Researcher: According to your experiences, what role does multimedia play in English language classrooms?

Respondent: *When we see the role of multimedia in ELT classrooms it plays very important role. It increases the interest of student toward learning. Content included in multimedia encourage the students to learn something new. So these contents help learning capacity of students. Students learn far better from observe, listen and doing than only listen. So it plays vital role. Likewise it plays role on teaching method of teachers also. Teachers are converted from teacher centered methods to student centered methods. It increases the habit of research based teaching. It is another positive thing. It provide platform of interaction for students. This platform helps the students to observe, listen, interact and learn. Teachers are becoming facilitator from information provider. So, multimedia plays crucial role in ELT classrooms.*

Researcher: What difficulties are faced on using multimedia in ELT?

Respondent: *Especially technological problem is one difficulty we have been facing. Technological problems are occurred time by time so we have been facing problem while using multimedia. Next one is all elements of multimedia are not found easily. Another one is we can't make interesting and understandable materials for all level students.*

Researcher: What strategies should we adopt to make effective multimedia for English language classrooms?

Respondent: *Well, you ask very important thing. At first training should provide for teacher to make effective multimedia for ELT classrooms. Teacher gets knowledge about conducting multimedia application after providing training. Next one is we should combine traditional methods of teaching with multimedia. With advancement of technology teaching should be changed. We can teach every subject matter with audio visual medium using multimedia. Another important thing is we should use multimedia only as assistant technology rather than main role. When we use multimedia as main tools of teaching it might not effective. It forces the students toward passive learner. Only use of multimedia can't make effective classrooms. To make effective classrooms we have to use multimedia in proper ways.*

Researcher: Finally, are there anything you like to say but I didn't ask you sir?

Respondent: *There is nothing more sir. I am so glad to choose me for interview. Wish your thesis become well. Best of luck!*

Researcher: Ok thank you sir

Respondent: *Thank you.*

Appendix III

Written Narrative of Teacher 'B'

2. How long have you been using multimedia in your classroom? How frequently do you use multimedia in your ELT classroom?

→ I have been using multimedia for 3 years in my classroom. At least 3 times. I use it as my subject matter in my English classroom.

2. What types of multimedia programs and tools do you use frequently?

→ Frequently, I use powerpoint, photoshop and video-editing programs. Usually I chose camera projector and speaker in my classroom.

3. How do you use multimedia in your classroom?

→ In English classroom, I love to use projector to show the slides for providing contents as summerise form. I also use speaker for providing audio materials in ELT classroom.

4. What is your experience using multimedia in ELT classroom?

→ Most of the ELT classroom in our country, there is lack of physical Infrastructure for using multimedia.

5. How comfortable are you using multimedia in classroom? Tell about students participation, interest and productivity of the class while using multimedia.

→ Due to lack of physical Infrastructure I feel somehow difficult to use multimedia in every ELT classroom. But when I use it, it raises the students concentration as well as their motivation.

6. What makes you motivated to use multimedia?

→ This is the era of internet and technology. Lack of knowledge of it, we'll be considered as illiterate. I am motivated to use multimedia because using multimedia helps to deliver the content easily.

7. Are there any determinant factors on using multimedia in ELT classroom?

→ Yes of course, there are various determinant factors that affect the ratio of using multimedia in ELT classroom. For example physical infrastructure of school, availability of technology, support of school administration, teacher's perception toward use of multimedia, students' response, etc. affect or determine the use of multimedia in ELT classroom.

8. Based on your experiences, is using multimedia in classroom effective than traditional one?

→ Yes ~~off~~ of course, using multimedia in classroom effective than traditional one which I have experienced during this period. Marker and board presentation is not interesting than slideshow presentation.

9. How effective is a multimedia class in attaining the objectives of lessons/syllabus/curriculum? Tell based on your experiences.

→ Multimedia is effective to deliver contents of the curriculum in a multimedia class. Students focus on the audio-video materials. They feel very good on slideshow on projector.

10. What different text, form of teaching have you ever used and how they support you in teaching?

→ I ~~used~~ have usually been using all types of materials. It means I have been using different materials for different language skills. For example I have been using text type of reading and writing, audio materials for listening and speaking, as well as I also ~~used~~ use video and other tools ~~as~~ for ~~diff~~ all four skills of language.

11. Do you use other tools (realia, pictures, maps etc) along with multimedia? What are your experiences with them?

→ Yes I use realia, pics, maps along with multi-media. The use of multimedia these materials help to provide reality, further explanation and more clarification on the subject matters in ELT classroom.

12. Multimedia in ELT classroom is beneficial or not? How do you feel?

→ Of course it is beneficial in ELT classroom. because chalk and talk is not sufficient in this era. A lot of supportive materials should be provided through various ways and tools. Audio Video, pictures, text, animation can catch the students heart, soul and interest.

13. What can be the advantages and disadvantages of multimedia?

→ Advantages of multimedia:

- * It facilitates teaching, learning process. The combination of text, sound and graphics hold the attention of students and makes students innovative by making their studies more meaningful. Most learners enjoy working with multimedia.
- * It brings forth students' talent in various ways

It empowers students to work as a designer while designing their slides, browsing and interpreting the information and then representing their knowledge to other.

Disadvantages of multimedia:

- * Lack of IT knowledge certain students may not be as computer literate as others.
- * Most school may not have technical resources, both hardware and software, that are required for using multimedias in learning.
- * It can be incredibly difficult for teachers to monitor all the students and some may play games or surfing the web instead of focusing on the work at hand.

Qs. Are you in reach with enough resources i.e. subject matter, interactive materials, other authentic and non authentic materials, flexible to use in multimedia class for its effectiveness?

→ No, I donot get all subject matter and materials for multimedia easily. There is hard to get materials for using multimedia. Multimedia is effective for ELT classroom but we can't get all subject materials for teaching English language. Non-authentic materials are easily found but authentic materials are hard to found. Government should help to found these materials easily.

15. According to your experiences, what role does multimedia play in ELT classroom? I mean, why it is necessary for ELT classroom?

→ In my experience, multimedia has the greatest role in ELT classroom. Because using of it properly we can easily provide the contents which is aimed by curriculum. The students in the ELT classroom can catch the information by the slides, audio, video, texts. They raise their concentration by watching the animated videos. Teachers do not bear the overload while they are teaching. Both of teachers and students feel relax. In sum, the multimedia creates the enjoyment at the time of gaining and providing the contents. So that I must say multimedia is necessary for ELT classroom.

16. What difficulties are faced on using multimedia in English language teaching?

→ When I have been teaching in rural areas, I have found lack of electricity, teaching technology and the physical facilities there. Most of the schools do not have well furnished and that creates difficulties in using multimedia. Collecting the necessary materials consume most of the time. I also have faced the problem of lack of interest on the administration for multimedia classroom management. It's surely time consuming.

17. What strategies should adopt to improve the effectiveness of multimedia class?

→ In my view, we can adopt different strategies to improve the effectiveness of multimedia class as below:

- * Every school must have one separate ELT class.
- * ELT class should have well furnished.
- * ELT classroom should have multimedia with proper tools.
- * ELT teacher must have the knowledge about IT.
- * There must be technical support for ELT teacher.
- * To avoid the monotony of students there should be provided animated materials in the ELT classroom.

18. What do you expect from administration?

→ Most of the members hesitate to follow new trends in ELT. The members of administration need to be multimedia friendly. If they aware about it, certainly, they can develop the physical infrastructure as well as other facilities. The administration should help and encourage ELT teachers like me to use multimedia.

19. Finally, What do you expect from curriculum designer, policy maker and government?

→ I, as a ELT teacher, expect specific curriculum which gives more emphasis on multimedia. Traditional subject matters should be avoided adding multimedia friendly texts or contexts. Policy maker should develop clear criteria, policy, rules and regulation for using different multimedia programs in Nepal. Then, the government need to provide multimedia friendly instrument, equipment or materials in all ELT classrooms. They should help to develop the physical infrastructure all around the country.

Thank you