

Teachers' Perception Towards the Use of Multimedia in Teaching English Language

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

**Submitted by
Samjhana Rai**

**Faculty of Education
Tribhuvan University, Kirtipur
Kathmandu, Nepal
2022**

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Recommendation for Acceptance

This is to certify that **Mrs. Samjhana Rai** has prepared this thesis entitled **Teachers' Perception towards the use of Multimedia in Teaching English language** under my guidance and supervision.

I recommend this thesis for acceptance.

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Declaration

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

Date: 30/06/2022

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SamjhanaRai

Dedication

My parents who have devoted their whole life to make me what I am today.

My husband who inspired me.

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Samjhana Rai

Abstract

This study entitled Teacher's Perception towards the Use of Multimedia in Teaching English Language was an attempt to explore the role of multimedia in teaching English Language and find out the perception of teachers towards it. It was carried out in Kathmandu district using questionnaire as a tool that consisted of closed and open ended questions. The major findings of the study were that multimedia devices can help for the teachers and students to enhance their academic quality, teacher's professional development, address the learner's differences, expand learning options and create favorable learning environment. While visiting different schools and colleges, it was found that the concerned authorities of schools were preparing for equipping institutions with ICT infrastructure and for training to the teachers to use digital technologies. The teachers found to use phone because the schools were not equipped or there is only one multimedia projector which was not sufficient. Teachers prefer audio and video clips rather than graphics and animations because they don't have idea about creating such materials.

This thesis consists of five chapters. The first chapter is introductory part. It includes background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitation of the study, and operational definitions of key terms. The second chapter deals with the review of all related literature and conceptual framework of the study, where I have reviewed theoretical and empirical literature and also mentioned the implication of empirical literature. The third chapter consists of methodology which incorporates research design and method, population, sample and sampling strategy, field site of the study, data collection tools and techniques and data collection procedures, data analysis and interpretation procedures and ethical consideration. In chapter four, the collected data have been analyzed using both qualitative and quantitative procedures. Close ended questions are presented numerically using tables and Open ended questions are presented verbally. In chapter five, summary of the research and conclusion are presented and some recommendations are recommended in different levels.

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Abbreviations and Symbols

E-book	:	Electronic Books
E-learning	:	Electronic learning
ELT	:	English language Teaching
GoN	:	Government of Nepal
ICT	:	Information and Communication Technology
M. Ed.	:	Masters of Education
N. D	:	No Date
P	:	Page Number
PD	:	Professional Development
PPP	:	PowerPoint Presentation
SSDP	:	School Sector Development Plan
T.U.	:	Tribhuvan University

Chapter I

Introduction

This chapter contains background of the study, statement of the problem, objectives of the study, significance of the study, delimitations of the study and operational definition of the key terms.

Background of the Study

The use of Information and communication Technology (ICT) has significant role in the field of education and pedagogy. It is the sources of knowledge and information which creates interest on students, widen their knowledge, make the students more innovative, interactive and collaborative. According to Tinio (2002), ICT has the potential to educational change, reform and raise educational quality which helps to make teaching and learning process into engaging, active process connected to real life. The idea reflects that the use of ICT tools is based on student-centered. Integration of technologies in pedagogy helps to achieve the educational goal. According to Suryani (2010), ICT allows the student to get information faster from everywhere and anytime. It encourages students to effective learning, being interactive, enjoy and have fun with technology. So ICT tools are plays vital role to deliver content by saving time and arises the success to student's achievement. Different technological instruments: laptop, computer, internet connectivity, mobile technologies and social media are used in teaching. Here my study is based on the use of multimedia devices for teaching English language.

Traditionally, in classrooms situation was teacher-center: lecture, giving explanation, informing and instructing by using chalk and board. Nowadays, new approaches and technologies are developed to make teaching easier. So, technology is integrated with teaching. Technology integration is defined as the use of technology to enhance and support the educational environment. The use of multimedia has significant role in teaching and learning English language. It develops student's skills and makes them innovative and it is the process of learning by searching. According to Thamarana (2016), technology enhanced learning by creating no boundary and no

restrictions in learning, providing more fun in learning, being cost effective, saves time, stimulating

Student's imagination, creativity and interest, making learning easy by creating flexibility and the ability to remotely access classroom in the student's own time, keeping learners engaged and becomes self-assessment tool. ICT is taken as the source of information and knowledge. It gives opportunity to have access relevant information at any place and any time. It emphasizes to the collaborative, creative and interactive learning activities where students are allowed to take help from the teacher and anyone from anywhere and anytime. According to Patel (2013), English is medium of instruction and curriculum. The number of English language learner increasing in this contemporary world. Using Multimedia in teaching method which makes teaching and learning activities more interesting, effective and lived.

Multimedia allows teachers to integrate text, graphics, animation and other media present comprehension information for their students to achieve specified course. It creates favorable platform for reform and exploration on English teaching model in the new era. So we need to understand that it is a teaching technique which stimulates the learners in learning by fulfilling their need and interest. According to Adhikari (2011), multimedia is considered to consist of computer program which is the combination of audio, video, music, photographs, 3-D graphics, animation or high-resolution graphics and text. It is relating with computer-assisted language learning which includes computer, overhead projector and any other media based technology. Students feel excited when they get opportunity to learn through technologies and influence the learners in their learning which help to achieve educational goal. It is an educationally rich source which promotes the development of quality education. According to Pun (2013), using multimedia technology in the language classroom improves teaching content and makes the best of class time. It breaks the Teacher-centered traditional method and fundamentally improves the teacher's efficiency. The idea reflects that teacher can deliver the content comprehensibly with the help of multimedia. It breaks the monotonous classroom practice and students learn with their own interest and they can have fun in their classroom.

I was motivated to carry out the research on Teachers attitudes towards the use of multimedia in ELT classrooms since there has been an increase in demand of educational multimedia application to apply their knowledge in teaching learning process. In this context, this study focuses on the attitudes of teachers towards using multimedia teaching process.

Statement of the Problem

English language is the need of this generation. The teacher is considered as the responsible agent to meet students' academic goal. Most of us desire to have a good command over English language to enhance our personal and professional life. Many teachers are being criticized for their teaching strategies and students' failure in learning. To avoid the criticism, a teacher need to have good command over the teaching technique, understanding method and content knowledge.

We are non-native speaker of English. I have experience of teaching at secondary level, it's very challenging to grab the entire students' attention and participation in whole class. So I consulted with experienced and senior teacher and they suggested me to use multimedia components. I used in teaching and learning. When the teacher shifts from regular classes to technology based classes, it makes the students excited, interested and motivated toward learning. For these reasons, I have selected the title for my study. Teachers are familiar about the effectiveness but they are not well trained, lastly they faced problem regarding the availability of hardware, software, infrastructure and internet connectivity. Without any doubt, it has many advantages for both teachers and students but it requires well-equipped classroom. So this study reveals how it is useful in teaching English language and challenges faced by teacher while teaching through multimedia.

Objectives of the Study

The objectives of this research were as below:

-) To explore teachers' Perception towards the use of multimedia in teaching English.
-) To investigate the role of using multimedia in English language classrooms.
-) To suggest some pedagogical implications.

Research Questions

This research questions were as bellow:

-) What are the teachers' perceptions towards the use of multimedia in teaching English language?
-) What are the problems encountered during teaching through multimedia?
-) How do they view about the role of using multimedia in English language classrooms?
-) What could be the pedagogical implications of this research?

Significances of the Study

Many researches have been conducted in the field of teaching English. Even, a lot of theories, approaches and methods are also explored in the field of teaching to make it effective in the context of Nepal. But less attention is given toward the matter of how to implement of multimedia teaching. Moreover, this study is expected to be significant to all those who are directly and indirectly in language teaching and learning activities because he/she will be provided with the insight of how using the multimedia aids in the classroom is fruitful in the modern context to make the teaching effective.

Therefore, this study benefited to the textbook writers, curriculum designers, researchers who are interested in this field.

Delimitations of the Study

The research was delimited to the following aspects:

- a. Five components of multimedia technologies: text, graphics, animations, audio and video.
- b. English teachers of Kathmandu valley.
- c. Both open and close ended questions were the research tool.
- d. Forty English language teachers teaching at secondary level were the sample.

Operational Definitions of Key Terms

The key terms of my research study were as follows:

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.

Teacher: Here the word teacher refers to only English teachers who teach in secondary level.

Teaching English Language: The recent English curriculum of school level has emphasized to develop student's communicative skill. An English is teaching as foreign language.

Chapter II

Review of Related Literature and Conceptual Framework

This chapter consists illustrates the existing literature, literature review gives one perception to improve the research. This section consists the review of theoretical literature, review of empirical literature, implications of the study, and conceptual framework.

Review of Related Theoretical Literature

This section includes the following theoretical review on Teachers Attitudes towards the use of Multimedia in Teaching English Language.

Technology integrated ELT. Technology integration in ELT classrooms means to use of technology tools like computers, mobile devices smart phones and tablets, digital cameras, social media platforms and networks, software applications, the internet, etc. in daily classrooms activities. According to Lam and Lawrence (2002), technology helps learners to regulate their own learning process and have access to many information that their teachers cannot provide. Similarly, 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 used in classes. The method of English teaching has been considerably changed due to the entry of technology in teaching in teaching learning process. Technology plays a key role in promoting appropriate activities for learners and had a significant impact on teacher's teaching methods in their 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 information in an information in an information rich world. Interesting teaching materials help the learner to engage more in learning process and better understanding of materials. Moreover, when the lessons are interesting for learners, they will be motivated and excited to take a part in learning activities.

Concept of multimedia. Multimedia means using more than one medium. It is content that uses a combination of different content forms such as text, audio, images, animations, video and interactive content. Andresen.B and Brink.k (2013, p.21) mentions that “Multimedia contains texts, graphics, animation, video and sound in an integrated way so the content can be structured and presented differently.” The recent development of technological aids in language teaching is computer multimedia. With the help of multimedia, teacher can change student’s learning attitude and develop their self-confident in learning English language. So it enhances learner’s language proficiency and their overall academic skill. Similarly, Yunas and Nordin (2013, p. 5) say, “The use of ICT in English as a second language (ESL) teaching and learning is one of the most widely discussed issues in the field of education” Researchers argue that using projector improves education and provides more teaching supports for, the teachers and learners. Likewise, according to Azam (2016), multimedia has potential to create high quality learning environment with the capability of creating more realistic learning content through its different media and offer greater opportunity for learning. It facilitates access to all human knowledge, anytime and anywhere in a friendly, multi-model, efficient and effective way by overcoming barriers of distance, language and culture. So it decreases the complexity of course with a lots of illustration via multimedia. For example: the teacher can present lots of illustration by using audio clip of native speaker to teach actual pronunciation of word.

Use of multimedia in teaching English language. 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 learners can obtain a better understanding of multimedia English teaching. A teacher needs to be proficient to apply any type of teaching method according to classroom situation. So that a teacher needs to have understanding about how he/she can use the teaching methods for effective teaching and learning. Bruce (1991, as cited in Hashmi 2016, p. 14) says “Computer based multimedia technologies are being used in TEFL/TESL classroom for instruction in composition, spelling, vocabulary, handwriting, language skills, drama, usage and etc.” So the learners will be more interested in the subject when it is presented with the aid of various multimedia technologies. The use of multimedia can

enhance teaching strategies because it makes teaching interactive, effective, interesting and successful.

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. Through multimedia, teachers are able to create interactive classes, it allows the incorporation of animation, moving pictures and sound into lessons. Similarly, Fan (2017 p.50) mentions that “It can provide rich linguistic materials, strengthening the English learning situation, stimulate student’s interest in learning, helpful to improve the teaching efficiency with the learning effect”. So it enhances concentration and promotes high self-esteem among learners. They can enjoy their learning by seeing hearing and doing in multimedia intergraded classroom.

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 colorful 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. Different studies have shown that, in this modern era, teaching learning activities is beyond of the classroom only. A world can be presented inside of the classroom with the use multimedia technologies. Both the teachers and the students are motivated toward the use and effectiveness of it. Classroom scenario has been changed where students can learn beyond of the classroom.

Components of multimedia technology. Multimedia is composed of various components. Using text, audio, video, graphics and animation as a resources for studying provides students with opportunities to gather information and stimulate their imagination, engage their interest and introduce them with language, linguistics and content. Zhen (2016) mentioned five components of multimedia which are presented as follows:

Text.Text is the basic element to grab student's attention where the language teacher can use different font, size, color, and style in their classroom presentation in artistic way. In multimedia, text is used as a headlines that convey any specific information and knowledge.

Graphics.Graphics refers to images and pictures, such as chart, diagram, and photograph which contain no movement. According to Zhen (ibid, 183),Graphics are the combination of different photograph, illustration, drawing, clip art and any other non-text element. The teacher can use different graphics to provide better understanding about text. When the teacher presents any graphics, the learners communicate and interact through attractive visual affect. In this regard graphics plays a vital role in language teaching process.

Animation.According to Zhen (ibid, p. 183), animation is a series of images which is based on drawing. 2D and 3D digital animations are used in multimedia. It is a movement rather than just a picture. So that teacher can use it to illustrate how things work and to give information. Use of animation in classroom can grab the student's attention and it motivates the learners to learn. Students can understand the real idea and information that the teacher wants to convey.

Audio.According to Zhen (ibid, p.183), audio includes dialogue, record materials, music and sound effect. Adding sound in any presentation help the students to listen correct pronounce which help for better understanding as well as catch the visitor's attention on presentation. It means that the teacher catches student's attention in learning. Sound reinforces students' comprehension.

Video.According to Zhen (ibid), video is the sequence of imaged, sound, text etc. Video materials are particularly useful in creating native like setting and encourage for further discussion. The idea reflects that the teacher can present video clips related to the subject for example: teacher can present video to teach grammar, drama, poem, stories, history and etc. It makes the learners "content expert". It is the most common and effective tools that used in the language classroom which is preferable for the learners and interest. So the student can understand better as well as can feel the fact themselves with the help of presented video.

Advantages of using multimedia. Multimedia technology is an effective supplement for the teacher. Integration of multimedia in language classroom is the teaching approach that creates lived and vivid learning experience. According to Groot (200e2, p.3), some benefits of using of multimedia are:

Visual aid. Multimedia projector allow teacher to provide diverse content to all students in the classroom at once, allowing students to have a visual and colorful learning experience during a given lesson.

Alternative a way of teaching. By not foreign a teacher to rey a solely on book, a multimedia projector makes more educational information available to students.

Makes teaching easier and better. Instead of having students crowd around a personal computer, the entire class view one big screen without difficulty.

Similarly, Baoping and Yan (2004, p.1) list out some benefits of using Multimedia differently which are as follows:

Arousing student's interest. Multimedia teaching method fuses writing sounds, picture and video together contents easy to understand and heightening class atmosphere. Thus it arouses the student's interest.

Better emphasizing key and difficult point in teaching. When using multimedia teaching method, teachers can make use of different colors to increase the student's interest show pictures of things that students cannot imagined and deliver more knowledge to students.

Improving teaching efficiency by adding more information in class. Multimedia teaching makes use of different equipment in its teaching process by adding more information to the class while teaching. Multimedia teaching makes use of different equipment in its teaching process by adding more information to the class while teaching. So that, multimedia devices and student's engagement help the teacher for comprehensible content delivery. It improves teaching learning quality.

We can say that, use of multimedia in classroom can create the natural context of learning and teaching English and can explain the complex instruction and ensure student's comprehension.

Current status of using ICT in Nepalese classroom.In Nepalese context, educational institutions are trying to manage it multimedia in classroom teaching. Developing country has been realizing the importance of ICT tools in education. ICT Master Plans (2013-2017) has focused on reduce digital divide equitable access of ICT tools, access of internet in all schools of Nepal, co-ordinate and collaboration with national and international institutions to develop skilled human resources for quality education, formulation and implementation of IT program focusing on student, teachers and schools in order to develop complete human resources. Likewise, SSDP (2016-2023) has mentioned that MOE is implementing the policy of supporting four computers and one printer to lower and secondary school under matching of NRS 200,000 (schools share 40,000). Numbers of lower and secondary schools have been benefited from this support program. It has also mentioned that effectiveness of ICT for quality education and strengthens the content knowledge and skills on language teachers. Similarly, Karmacharya (2015) presented that Open learning Exchange (OPE) Nepal has achieved quite a bit over the last eight years: deploying more than five thousand laptops in more than one hundred schools, training six hundred teachers on integrating ICT in the classroom teaching learning process, developing more than six hundred learning modules for use by teachers and creating a digital library with six thousand audio books and educational videos used in schools. Its ultimate goals are to help transform and improve Nepal's education system with technology. Similarly, UNICEF (2014) has conducted a program entitled "Integration of technology in schools". This program provides schools with interactive and student-centered digital learning content through an offline server and combines with teacher training to facilitate child centered pedagogy in the classroom. It aims to improve learning outcomes in some of the marginalized area of Nepal. Likewise, University Grant Commission (2014 a, p.29) stated that "higher education institutions of Nepal receive financial support from government through the MoE". Many private educational institutions are investing money to manage technology. However, it seems less investment in government schools and college. Government of Nepal has tried to

decrease digital divide and tried to assemble and distribute ICT tools in both urban and rural schools but access of ICT tools in rural areas is not satisfactory.

Challenges faced by English language teacher while implementing multimedia. In the context of Nepal, we all have better understanding regarding the usefulness of ICT based tools in teaching and learning process but we are facing many obstacles and barriers to integrate in classes. Nepalese teachers are going through various challenges while implementing its tools in the classroom. After reviewing SSDP (2016-2023), ICT Master Plan (2013-2017) and IT Policy (2015), I found that GoN has worked to integrate ICT in education. According to Rana (2018), although private schools and colleges have their own plans to manage ICT facilities and to train their teachers, the government doesn't have a clear strategy for equipping government institutions with ICT infrastructure and for training teachers to use digital technologies.

Multimedia technology is the most desirable tools for teaching and learning because of its advanced tools. According to Riasti and Allahyar (2012), integration of technology in classes requires much more time and effort. Those schools and individual, who can barely afford or do not have access to computer or internet connectivity, cost of hardware and equipment's are also an issue for low budget schools. Lack of teacher training, knowledge and practice are factor that prevent the successful use of multimedia as learning tool.

The effectiveness of technology depends on its user. So the concerned authority needs to provide ICT based training, they need to manage necessary equipment and infrastructures. But in case of school's budget may not be able to support for Teacher training and for their professional development. Lack of insufficient ICT based tools, electricity, internet connectivity, infrastructure, training and improper policy formulation and implementation it seems challenge for the teachers to integrate technology in classroom.

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 has been carried out on the attitude 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:

Tamang(2018) carried out a study entitled “Perception and Use of Information and Communication Technology by Tamang Students in learning English.” The main objective of this study was to explore the use of ICT by secondary level (grade 11-12) Tamang learners in their English language learning. His research design was mixed research design. Closed-ended questionnaires and focused-group discussion were used as a research tools. He adopted non-probability sampling procedures to collect data where he selected forty Tamang students. He found that Tamang students are using ICTs for developing their English language engaging in various activities such as speaking, reading, writing and listening activities with the help of mobile, laptop and audio-video.

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 teachers 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.

Rokaya (2018) conducted a research entitled “Use of Information and Communication Technology in English Learning.” The main objectives of this study was to explore the use of ICT in bachelor 1st Year students in their English language learning. He used survey research design as research design. He selected forty students as a sample for this study following non-probability sampling procedures. Closed-ended questionnaires were used as research tool. He found that students are positive towards the use of ICT in English Language learning and they are using ICT for developing their English language learning.

Many research works have been conducted based on technology in teaching. In my study I have tried to find how the Nepalese English teachers use multimedia technology including text, audio, video, graphic, and animation in the classroom. My study mainly focused on the Nepalese classroom context where English is being taught as foreign language and what is the teacher’s attitude toward multimedia. Therefore, my study will be different from any research conducted in the department.

Implications of the Review for the Study

By review of theoretical and empirical literature I got the significant ideas, information and guidance. This review obtained information from 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.

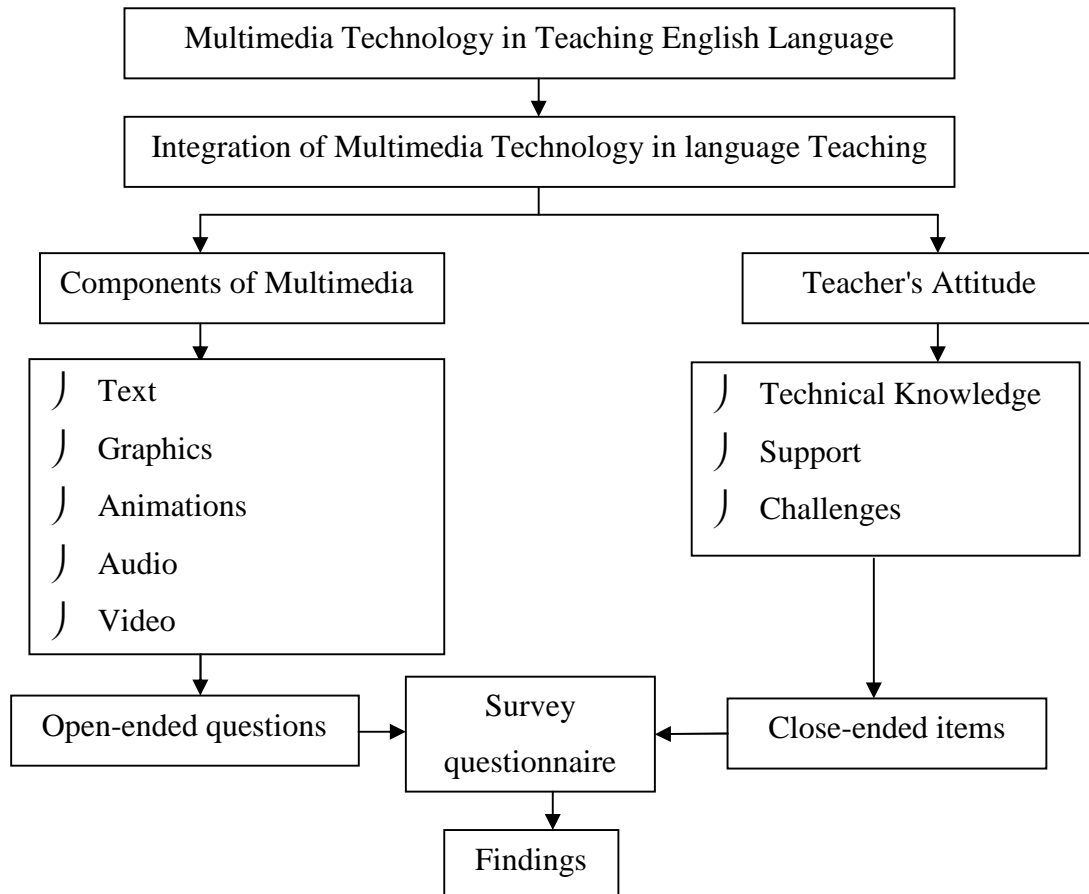
I have got lots of ideas to reframe my objectives, research questions, methodological procedure and others things too in order to complete my research. I consulted different books, articles, journals, like Tinio (2002) and Hadden and Jurich (2002) gave me understanding about ICT and its importance in education and pedagogy and helped me to from objectives of this study. Similarly, Harmer (2008) and Dockstader (2008) helped me to know in order to develop my theoretical insight of my study. Zhen (2016) helped me to know about five components of multimedia technology. Likewise, Patel (2013), Zimmer (2003), Graddol(1997) helped me to understand usefulness of multimedia in teaching English language and also helped me to form research tool for this study. In the same way, ICT: Master Plan (2013-2017),

SSDP (2016-2023) and ICT Policy (2015) helped me to gain information about plan and policies regarding ICT in education in community schools in Nepal. These theoretical literatures helped me to widen my understanding of my research area, title and made me familiar with variables of theoretical framework and to develop conceptual framework of my study.

Similarly, I have reviewed empirical literatures, which were related with my research. After going through the work Tamang(2008) and Aryal(2017) study has helped me to understand the usefulness of ICT and how they are using it to improve their English language skills. Likewise, Rokaya (2018), Shahi (2017), Adhikari (2067), Yamauchi (2008) has helped me to be clear about survey research design for my study similarly it helps me to understand the teacher's perception regarding the use of multimedia technology for teaching foreign language. I got ideas about data collection, tools for data collection. 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:



Chapter III

Methods and Procedures of the Study

Methods and procedures are the vital elements of a research. If any research work follows appropriate methodology and procedures. It was attained its objectives easily. Appropriate methodology helps the researchers to go in a path in his/her research work. In this chapter, I have discussed the methods and procedures of the study. It incorporates design of the study, population, sample and sampling strategies, research tools, source of data, data collection procedures and ethical consideration.

Design of the Study

A research design is the clear format for every researcher in research journey. As a researcher, I selected mixed method design to conduct this research. In specific way, I chose survey research design. This method helped me to meet my objectives of this study. Hence, this study conducted survey questionnaire to acquire quantitative data from close-ended questionnaire and qualitative data from open-ended questionnaire. These both qualitative and quantitative approaches used to receive primary data in this study. This research is descriptive in nature following cross-sectional survey.

Population, Sample and Sampling Strategy

For my research study secondary level English teachers of Kathmandu valley. Who have been teaching the English subject were the population. I selected 40 English teachers from Kathmandu valley. They were selected by using simple random sampling procedures.

Research Tools

I prepared a set of questionnaire to acquire the intended information from the selected English teachers. I used pre- formulated questionnaires having close ended and open ended questions in order to explore teacher's perception on multimedia. Close-ended and Open ended questions were prepared focusing on teaching English

through multimedia technology, teachers' experience and challenges faced during apply these technologies in classroom.

Sources of Data (Primary and Secondary)

This study had been based on both primary and secondary sources of data were collected from both sources. Books, Journals, articles previous studies are the secondary source of data that were collected from internet and library research.

Primary source of data. The study acquired primary data through the open and close-ended questionnaire. Selected 40 English teachers from Kathmandu valley were the primary source of data.

Secondary source of data. I consulted different books, thesis, websites, and articles etc. which are related to my research study. Some of them are: Karries G.M. (2008), Riasti, M. & Allahyar, Aryal, M. (2017), Andresen, B. & Blink, K (2013), Andresen (2013), Pun, M. (2013), N.M (2016), Tinio (2002), Khanal (2008), Sapkota (2015) etc.

Data Collection Procedures

In order to carry out this study, I visited Central Department of English, and requested the authority for permission to collect data. Then I visited different schools of Kathmandu valley. After that I took permission from concerned teachers who are teaching English for secondary level. After getting permission, I built good rapport with those English teachers. Then, I explained briefly about the background and purpose of my research study. When they were agreed, I distributed the survey questionnaire to them as per my convenience. Finally, I thanked all the concerned people helping me during the process of my research.

Data Analysis Procedure

After collecting the data from respondents, I analysed and interpreted in a descriptive way according need of this study. I applied simple statistical tool like percentage for quantitate data and qualitative data was interpreted thematically and descriptively.

Ethical Considerations

Every respondent has their right to privacy. The participant cannot provide data if they do not like. To get the data participants must have believed 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.

people 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 IV

Analysis and Interpretation of Data

This chapter mainly concerned with analysis and interpretation of collected data. The data were collected with the use of questionnaire consisting of both closed-ended and open-ended questions. The questions were constructed being based on objectives of the study. The data were analyzed and interpreted to identify Teacher's attitudes toward the Use of Multimedia in teaching English language. I have presented and interpreted data obtained from primary source in this chapter. I had collected data from 20 secondary level English teachers from Kathmandu valley. As the respondents and used questionnaires as a tools to collect data.

Analysis of Data and Interpretation of Results

In this stage, the acquired data about Teacher's attitudes towards the use of Multimedia in teaching English Language has been analyzed and interpreted descriptively.

Usefulness of multimedia in teaching English. Participants were used multimedia devices in the school since 2 years of 20% participants, 3 years of 26.5% participant, 4 years of 33.5% participant, 5 years of 16.5%. All the teacher's responses show that the schools are concerned about using technology as it is the need, trend and demand of contemporary society. It is an inescapable tool to make teaching learning process fruitful.

The responses are mentioned in the sub- heading as follows:

It is essential term were asked to teachers find out whether they are known with multimedia devices and whether they use in the classroom. They selected the given options for the questions. Response of teachers on the question are shown in the table below.

Table 1**Teacher's Attitude towards Multimedia**

Items	Yes (%)	No (%)
I am familiar with multimedia devices.	100%	0%
Multimedia is essential to be incorporated in teaching English language.	100%	0%
I use multimedia to teach English.	87.5%	12.5%
Use of multimedia has changed the way of my teaching.	77.5%	22.5%

The respondents were asked to tick the option for the items. Table-1 shows that majority of English teachers (100%) are familiar about multimedia devices. In the same way, informants (i.e. 100%) shows multimedia as an important to be incorporated in teaching English. Positively, 87.5% English teachers use multimedia. Likewise, 77.5% teachers think multimedia has changed the way of their teaching but 22.5% teachers don't think positively.

The data shows that the teachers have positive attitude and motivation regarding the use of multimedia. It is found that multimedia plays vital role for English teachers.

Usefulness of multimedia in English language teaching. Multimedia play vital role in teaching, nowadays many educational institutions are shifting the traditional teaching method to techno-based teaching method. Regarding multimedia teachers are concern and aware to use in English language classroom.

Teachers can get many benefits by using multimedia in English classroom. The close-ended item was asked to find out that teacher's opinion how they use of audio-visual and animated materials to present in the classroom. The teachers were asked to explore the use of multimedia for giving illustration and information about content. The responses obtained from them are presented in table 2.

Table 2
Multimedia for Giving Illustration and Information

Responses	No. of Respondents	Percentage
Strongly agree	11	27.5%
Agree	19	47.5%
Neutral	4	10%
Disagree	6	15%
Strongly disagree	0	00.00%

The data mentioned highest numbers of respondents (i.e. 47.5 %) were agreed to the statement whereas 27.5% of the respondents were strongly agreed. Likewise, 10% of the respondents were neutral to the statement and 15% of them were disagreed with the statement. The presented data shows that the use of multimedia devices helps the teachers to present illustration of individual subject. It makes effective teaching and developed teacher's professional development.

Likewise, the respondents were asked the question 'How do you manage and teach through multimedia? The respondent said that 'Teachers need to conformed about operational system, be sure whether it is working or not. They should know general knowledge if they found any difficulty or problem then teachers would rather go for technicians'. Respondents said that maximum teachers adjust materials from help of school management. The attitude of teachers toward the support of multimedia to their student's in this study, the respondents were asked to respond the statement. The following table represents the responses of the participants:

Table 3
Multimedia Support the Students

Responses of the Teacher's Perceptions	No. of Respondents	Percentage
Broaden student's knowledge paradigm.	7	17.5
Improve student's achievement.	8	20%
Opportunity for learning by seeing, hearing and doing.	6	15%
Have better career and advancement in future.	10	25%
To be familiar with the way of native-like speaking and develop language proficiency.	9	22.5%

Data shows that maximum number of the respondents (i.e. 25%) responded to the option 'Have better career and advancement in future' Like that 22.5% of the respondents chose the option 'To be familiar with the way of Native- like speaking and develop language proficiency' ,20% respondent ticked the 'Improve student's achievement'. Whereas 17.5% respondents selected option 'Broaden student's knowledge paradigm' and at last 15% respondents ticked the option 'opportunity for learning by seeing, hearing and doing'. It is found that multimedia can help the students in several ways, such as; gives opportunity to visual verbal comprehension. According to the data, multimedia devices help for academic program to be successful teaching and learning in English classroom.

In teaching and learning process, motivation is the positive effort for successful and fruitful outcomes. It plays vital role in teaching learning process. Both teacher and student need to be motivated for carrying out their responsibilities which leads the teaching learning process to be productive. Nowadays teaching activities influenced by multimedia. In this study, the respondents were asked to respond the statement 'I am motivated to integrate multimedia in my teaching because ...' with the options given in the questionnaires. The following table represents the responses of the participants:

Table 4

Teacher's Motivation to Integrate Multimedia

Motivation	No. of Respondents	Percentage
Comprehensible content delivery	5	12.5%
To complement and improve my teaching proficiency	7	17.5%
To create authentic learning environment	5	12.5%
To follow the increase craze and trend of techno-based instruction	4	10%
All of the above	19	47.5%

The table 4 shows that most of the participant (i.e. 47.5%) select the option 'All of the above'. 17.5% responded to the option 'to compliment and improve my teaching'. Similarly, 12.5% of the respondents responded to the option 'Comprehensible content delivery'. Like as 12.5% of the respondents responded to the option 'To create authentic learning environment'. Unlikely it only 10% of them went for the option 'To follow the increase craze and trend of techno-based instruction'. In the field of teaching and field of education highly influenced by technology. The teachers found motivated to use multimedia devices though having many challenges. The use of multimedia equally beneficial to the teacher's professional and personal development.

English language is compulsory for academic opportunities, career enhancement, social status and etc. Multimedia helps teachers and students to improve English proficiency by creating authentic learning. In this study, to find out if the teachers prefer integrating multimedia in teaching English because it helps them to improve their student's proficiency. The respondents were asked to maintain their degree of agreement. The following data shows;

Table 5

Integration of Multimedia helps to Improve Student's Proficiency in English

Response	No. of Respondents	Percentage
Strongly agree	12	30%
Agree	20	50%
Neutral	4	10%
Disagree	4	10%
Strongly disagree	0	00.00%

The table 5 presents that highest numbers of respondents (i.e. 50%) were agreed on the statement whereas 30% of the respondents were strongly agree. Similarly, 10% of respondents were neutral and 10% respondents were disagreeing with the statement. As much the students get opportunity to practice language, so much they can be proficient speaker. The teacher can give exposure to learner with the help of multimedia.

Operational Difficulty and Challenges to Use Multimedia

In this category, the technical problems and challenges faced by the teachers were asked. In this time of changing the trend of techno-based instruction, nowadays schools and colleges are shifting traditional teaching method to techno-based teaching method. They seem motivated to integrate it in their organization for better and quality education. In this context, the teachers are found to be having challenges to teach the students through multimedia. To know about difficulty and challenges, both open-close ended questions were asked.

Operational difficulty.In Nepalese classroom, although the teachers have understanding about effectiveness and usefulness of techno-based instruction but they lack practical knowledge.

Here, another item was asked to find out technical knowledge of the teachers and technical difficulty faced by the teachers. The findings are below.

Table 6

Operational Difficulty Faced by the Teachers

Motivation	Yes	Percentage	No	Percentage
I have faced technical difficulty	28	70%	12	30%

In the response for it, 70% responded faced operational difficulties while teaching through multimedia. Because of not getting opportunity to take part in training, not be encouraged to use it and so on. On the other hand, 30% respondents don't face difficulty to use it. They told that when they feel difficulty they try to solve by themselves but if not they ask to help for computer teacher, any other skilled teachers or visit to technicians.

Challenges.The teachers were asked open-ended question to understand the Nepalese classroom scenario regarding the implementation of technology in the classroom and what sorts of challenges have been faced by the teachers.

This is the era of advance technology and we as an English teacher are highly benefited from it but while implementing multimedia in language classroom, teachers are facing various of challenges in Nepalese classroom. The respondents were asked the question ‘what challenges faced while implementing multimedia in the classroom?’ to have their opinion and understanding for find out the challenges.

Availability of multimedia projector. Multimedia projector is a compact, high resolution, full-color projector capable of projecting text, images, videos and audio content. Typically, the projector will feature inputs for a computer, DVD player, VCR, CD player and storage device. In this study, the respondents were asked to respond the statement ‘We have multimedia projector....’ The following data shows how respondents give their responses:

Table7

Availability of Multimedia Projector

Responses	No. of Respondents	Percentage
We have multimedia projector in each class and we can use it whenever we need for.	5	12.5%
We use projector by taking permission of principal because we have only one projector in our school.	20	50%
We don't have multimedia projector in our school.	2	5%
Concerned authority is preparing and managing ICT infrastructure in our school.	13	32.5%

Here, most of the respondents (i.e. 50%) responded the alternative ‘We use projector by taking permission of principal because we have only one projector in our school’. Similarly, only 12.5% respondents responded the alternative ‘We have multimedia projector in each class and we use it whenever we need for’. Besides this, 32.5% respondents responded to the statement ‘Concerned authority is preparing and managing ICT infrastructure in our school’ and 5 % schools don’t have projector in their school. From the data we conclude that school are motivated to integrate ICT in

education and they are preparing for it. The teachers search to use multimedia devices as much as possible. On the other hand, mobile phone is being used as the alternatives of multimedia projector.

In the case of teacher's attitude on the use of multimedia, here in this study, to find out the search engines used by English teachers. The respondents were asked to respond the statement 'Which web site do you use as a search engine?' The following data shows how respondents give their response:

Table 8

Search engine used by English Teachers

Websites	No. of Respondents	Percentage
YouTube	5	12.5%
Google	6	15%
Both	23	57.5%
Others	6	15%

The data presents, 57.5% of the teachers use 'Both YouTube and Google' as a search engine. Likewise, 15% teachers use 'Google' only. In the same way, 15% teachers use 'other' types of search engines for the access of information... In the same, 12.5% teachers use 'YouTube' only as search engine. The data shows that, YouTube and Google are mostly used by the teachers to search and download the relevant information.

In the classroom video is always been the best aid for both teachers and students. It plays important role to attract student's to learning context. Here, in the category, I tried to search the teacher's attitude toward on the use of video to teach English. The respondents were asked to respond the question 'How often do you use video in your classroom'? The following data shows how respondents give their response:

Table 9**Frequency of Using Video**

Responds	No. of Respondents	Percentage
Frequently	4	10%
Once a week	0	00.00%
According to the course	29	72.5%
Sometimes	7	17.5%
Never	0	00.00%

While analyzing the data, it is found that 72.5% teachers use video according to course. Likewise, 17.5% teachers choose the option 'sometimes'. In the same way, 10% teachers use video frequently but no any respondents respond to the option 'Never'. So the data shows that teachers are motivated and manage to bring and use video for academic progress of the students.

In English language classes teachers are focused on communicative competence because English curriculum allocates 25 marks for listening and speaking skills. Presenting audio clips can enhance pronunciation and fluency. Here in this study, the respondents were asked to respond the question 'How often do you use audio material in your classroom?' The following data shows how respondents give their response:

Table 10**Frequency of Using Audio**

Responds	No. of Respondents	Percentage
Frequently	4	10%
Once a week	10	25%
According to the course	20	50%
Sometimes	6	15%
Never	0	00.00%

While analyzing the data, it is found that 50% teachers use audio according to the course. Likewise, 25% teachers select the option ‘once a week’. In the same way, 15% teachers choose the option ‘sometimes’. Similarly, 10% teachers use video frequently but no any respondents respond to the option ‘Never’. So the data indicates that teachers are motivated and manage to bring audio clips to develop language proficiency of the student.

Graphic and animation is used to grab student’s attention in particular information. In the same way, animation is the mixed version of multimedia text, graphic art, sound and video. Graphic is visual image without having any movement, images, graphs, diagram, symbols, maps, chart and etc. are the examples of graphics. It makes the learners to understand and make the concept clear. Regarding, the use of graphics and animations used by the teachers, they were asked to respond the question ‘How often do you use graphic and animation in the classroom?’ The following data shows how respondents give their responses:

Table 11

Frequency of Using Graphic and Animation

Responds	No. of Respondents	Percentage
Frequently	0	0
Once a week	0	0
According to the course	8	20%
Sometimes	9	22.5%
Never	23	57.5%

While interpreting the data it is found that, 22.5% teachers chose the option ‘sometimes’. Similarly, 20% teachers use graphic and animations according to the demand of the course content but 57.5% teachers have not use it yet. The data present that, teachers use audio and video more than graphic and animations.

Support.In teaching and learning process, we are shifting from traditional teaching method to ICT based teaching. In this process requires support from government, society, parents, school management committee, stakeholders as well as

teacher's positive attitude toward new innovation. Here in this study, I have tried find and analyze school's support to the teacher to use multimedia in their classroom.

Table 12

School's Support for Integrating Technology

Items	Always		Sometimes		Never	
	N.	%	N.	%	N.	%
My school encourages me to use technology in the classroom.	21	52.5%	19	47.5%	0	0%
My school provides digital learning materials whenever I ask and need for.	23	57.5%	17	42%	0	0%

The table 12 presents the school's support. In the response of aforementioned statement, maximum numbers of the respondents (i.e. 52.5%) teachers always get support from the school. Similarly, 47.5% teachers choose the option 'Sometimes' but no any respondents select the option 'Never'. So the data shows that schools supporting to the teachers to use multimedia technology to teach English.

In similar table, the second item was asked about whether schools provide digital learning materials or not. According to the data, 57.5% teachers always get digital learning materials whenever they need for. Similarly, 42.5% teachers select the option 'Sometimes' but no any respondents select the option 'Never'. It shows that, as much as possible, schools are trying to support by providing relevant materials.

Multimedia plays vital role in education, for support and integrate in classroom there is need and support from government. In this study, to find out the teacher's attitude on the role of government's support to integrate technology in education. The following data presents how respondents give their responses:

Table 13**Teacher's Attitude Toward Governments' Support**

Statement	SA	A	N	D	SD
Government and educational institution should organize ICT based training program to train the teachers.	57.5%	42.5%	0%	0%	0%
Government should allocate sufficient budget to support schools and colleges to integrate technology in education.	50%	42.5%	7.5%	0%	0%

The table 13 mentions that teachers' attitude on the role of government to support for ICT in education. In this category, the respondents were asked to respond whether government and educational institutions should organize ICT based training program to train the teachers or not. It shows that, 57.5% teachers were strongly agreed and 42.5% teachers were agreed but none of them were disagree with the statement.

Likewise, in the second item was asked to respond to whether government should allocate sufficient budget to support schools and colleges to integrate technology in education or not. It presents that, 50% teachers were strongly agreed with the statement with the statement, 42.5% teachers were agreed but 7.5% teachers were neutral because they view that corruption is the main reason of in the context of Nepal which hindered the success of any program.

Advantages of Audio- visual materials.Multimedia plays important role to teaching, nowadays integration of ICT is given prioritize in the field of education. 'Why do you use audio-visual materials and what could be the advantages of using such materials? To have their idea for find out the reason behind this.The respondents have given the reasons for this question by opining 'Audio-visual aids for clear concept built up' It is said that, pictures speak more than the words. Audible and visualize aids helps for permanency in learning for examples; audio clips, video,

movies, dialogue, by playing English songs, cartoons teachers can engage the students in language practicing activities. Likewise, one of the respondents claimed, “It helps me to make my students familiar with native- way of speaking.” In teaching English is not easy task because it is vast different than Nepali language so to make it easy and comfortable learning teachers can use different authentic teaching aids to arouse interest in learning English.

Similarly, the statement of informant, ‘It helps to ensure the opportunity to the students for bring known about the advance way of learning.’ Students themselves can reach to the source of information via advance technology and internet. So that it encourages the students for self-directed learning. It helps to improve students and teachers’ achievement. The participant also said ‘I use audio-visual materials in the classroom in order to deliver the contents easily, effectively and in an entertaining way’. It is useful meaningful learning, familiar with technological skills and to be innovative students. Nowadays learners are demand of modern age and makes the classroom interactive, dynamic and effective. For supporting the idea, one of the respondents said ‘I use audio-visual materials in classroom to make my teaching method effective and productive. Though use of such materials, the students would be self-motivated toward the lesson’. We can say that audio-visual aid helps to apply the goal of current English curriculum. It helps and motivate learner and attract to develop communicative competence.

Likewise, the respondent argued ‘It creates authentic environment o learning’. Students are interacting with natural exposure the more they become proficient speaker. Based on the data, it is concluding that, it has revolutionized education system and we are shifting from regular teaching to techno-based approach. It has influenced by teacher, concerned authority, student and parents.

Multimedia improves teacher’s teaching strategy. The informant was asked to question ‘In your opinion, how does the integration of multimedia technology has improved your teaching strategy?’ to find out suitable practice that can be carried out by the teachers with the help of multimedia to improve teaching proficiency for quality education.

The informants have given their ideas and opinions. They argue that using multimedia in classroom help the teachers to create interest and teach easily. In the same way, they said that it encourages the teachers to focus on student-centered activities. It motivates the students to engage in learning. Students are motive to learn and active participate in learning process. The informants said 'It helps for complete delivering of content in short period of time. Many students' fell difficulty in vocabulary. So I visited to Google dictionary for solve it. After that I presented it in the classroom'. Teacher have to teach complex content to easy way. There are so many techniques are suggested in Google to teach specific topic. Multimedia help to solve problems in short period of time.

The respondent argues that 'it gives exposure to the learners to learn English.' When the learners get opportunity to expose in authentic learning environment, then only they can learn language. So it suggests that teachers can give exposure to the learners with the help of audio-visual learning materials. Likewise, the respondents stated 'the integration of multimedia technology has improved my teaching strategy that sometimes by just describing the information is not sufficient. At that time, we can say that, describe with demonstration help the learners to have clear understanding. Similarly, they have also claimed that it encourages the teacher to organize IT-based teaching learning activities and focused on audio-visual materials. Multimedia helps the teachers to teach grammar, different four skills, biography, history, story, drama, events etc. So we can conclude that, it is a teaching tool which makes teaching and learning process fruitful where students get opportunity to learn by seeing, hearing and doing.

Chapter V

Findings, Conclusion and Recommendations

This chapter deals with the findings that have been deduced from the overall analysis of collected data and on the basis of certain outcomes some recommendations are mentioned. The conclusion of the study is presented after analyzing and interpreting data. The appropriate recommendations are suggested.

Findings

The findings are listed based on the data analysis, I derived following findings:

-) Majority of the respondents (100%) teachers have positive attitude towards multimedia.
-) Similarly, a good number of the respondents (i.e.77.5%) agreed that the use of technology has changed their teaching strategies.
-) Likewise, 47.5% teachers agreed to use internet as a resource site for their subject or topic.
-) Teachers think that multimedia helps the students to have better future most of the respondents (i.e. 25%) responded, 22.5% teachers opined that it helps to develop communicative action. In the same, 20 teachers opined that it helps to improve student's achievement, 17.5% teachers responded that it helps to promote students' knowledge. Likewise, 15% teachers responded that it gives chance for learning by doing.
-) A considerable number of the respondents (i.e. 47.5%) teachers were agreed to integrate multimedia because it help them to promote their teacher strategy, to create content based ideas, for techno-based instruction.
-) The teachers perceive that using multimedia in teaching is very challenging as the respondent's lack of sufficient programs, poor connectivity, heavy course and polices.
-) Similarly, 50% teachers agreed that multimedia helps the learners to promote their communicative proficiency.

-) It is found that only 12.5 % schools have multimedia projector in each class, 50% schools have only one multimedia projector. Likewise,32.5% schools are just preparing building and managing required infrastructures. Still,5% schools are not concerned about technology.
-) Similarly, 57.5% teachers use Google and YouTube as search engine to get access to online resources.
-) Likewise, it has been pointed that large number of the respondents (i.e. 72.5% use audio materials according to the need of course. Teacher believe that it gives explore to the students and help to develop communicative skills on learners.
-) The teachers (i.e. 50%) use video according to the need of course.
-) In the same way, 52.5% teacher's respondent that they are always getting support and encouragement from school to use technology in classroom.
-) It is found that (i.e. 57.5%) the government of Nepal and educational institutions should organize ICT based training to the teachers.
-) While analyzing the teacher's attitudes about using multimedia in teaching and learning activities it is found that most of the teacher have positive attitude on multimedia and its use in English language teaching classroom.
-) The English language teachers perceived that government need to allocated sufficient budget to improve schools and colleges to integrate technology in education.
-) The teacher used YouTube, Google, multimedia projector, laptop and mobile in the classroom.
-) This study also found the challenges related to the technological performance of multimedia device in terms of its processing speed, application support, store, availability, input and output device support.
-) Finally, the respondents revealed that the teachers themselves managed different materials at home or sometimes at school as per the need of course. Whenever they found any technical difficulties, they asked help for other teachers or ICT related instructors or technicians.

Conclusion

In the present scenario of the world every individual wants to learn freely without being imposed from others. Multimedia become a major source of technology to teachers for their professional development. This research study mainly focused on the Teacher's attitude towards the use of multimedia in teaching English language and analysis of the teachers' practice of multimedia in the real classroom. It is an inescapable tool to make teaching and learning process fruitful. While reviewing the literature, it was found that multimedia contains text, graphic, animation, video and sound in an integrated way so the content be structured and presented differently. The teachers and students have positive perception regarding the use of multimedia in classroom. In the same way, this study has found the same attitude and perception of the English teachers toward the use of multimedia devices.

After the study of major findings, I come to conclude that English teachers respond that, the use of multimedia devices decreases the complexity of the subject and subsequently make the lesson interesting with audio-visual effect. It gives the best result for learning language skills and vocabularies. Teachers use audio-visual materials in the classroom to make their teaching more effective, interesting and productive. By analyzing the data, it can be concluded that the proper use of advance technology for educational purpose can promote quality of education. It equally benefited for teachers and students. Regarding integration of multimedia, teachers found challenges and obstacle in classroom like training, technical knowledge, infrastructure, internet, digital divide. Nepal government also bring policy of digital learning and government provided internet facilities to the school and students. So value of multimedia is increasing day by day in teaching learning activities, however teachers of this study totally believed and present some of the crucial disadvantages of multimedia as well as social media based teaching learning method.

In my study area multimedia based resources helped to become a competent teacher in their related field. That's why every teacher should be creative, explorative, confident and enthusiastic and they always go beyond the boundaries of the textbooks.

Recommendations

On the basis of findings and conclusion following recommendations can be made for this study. It is hoped that the findings of the study will have implications at different levels. The recommendations in those levels have been presented separately below:

Policy related. Policy is a plan of action agreed or chosen by a certain organization, business and state. Since is a higher level action it works as catalyst for the development of the country. The recommendations of this research related to the policy level are mentioned below:

-) Government should produce the online teaching learning material for students from government level.
-) Education planner, syllabus designer, material developer, policy maker should have concerned about the modern technologies so the schools and colleges can manage to integrate and use such tools for academic purpose.
-) Government should prepare policy for online technologies but there is lack of training and devices so government should provide computer, projector, internet facilities to use online class through multimedia.
-) The government and school/college administration should launch new policy to the maximum utilization of multimedia devices in teaching and learning process.
-) Ministry of education should be responsible to conduct different ICT related program, training, seminars, workshops, conference etc.
-) There should be the provision on the access to quality of ICT tools in terms of its reliability.

Practice related. After analyzing the findings of my study, I have drawn some practice related implications:

-) Teachers should take training to handle social media properly in classroom.
-) Class teacher need to use a laptop, multimedia, PowerPoint presentation, and Internet based tools such as Google search engine, YouTube and BBC world service based on the teaching and learning class at every lesson.

-) Internet based resources made teacher more creative and active. In this way teachers can get more professional input from IBR.
-) Multimedia provides teachers with enough opportunities to use the varieties of resources as per their convenience. So, all the teacher with well-equipped internet facilities and also encourage them to use varieties of web sites.
-) Both teachers and students should stop using unnecessary materials through online resources.
-) They have to manage their time for each activity of class while integrating ICT tools in the lesson.

Further research related. On the basis of the information of this study, upcoming research can have studied in various aspects of using social media in class room purpose. Some of the possible topic for study are recommended as follows:

-) Effectiveness of ICT in teaching and learning process
-) Role of Facebook/ YouTube in learning
-) Negative and positive aspects of social media in classroom purpose
-) Issues and challenges for implementation of ICT
-) Activities used by English teacher for their professional development.

And finally, I hope that this study will be a step of ladder where other several steps are left and by stepping on this step, other research can reach their own destinations in the field of educational research. Therefore, this study will be highly beneficial as it will provide a valuable secondary source of data for the researchers who are interested in conducting further research.

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Appendix

Part One: Close ended Questionnaire

Questionnaires

The purpose of this questionnaire is to find out more information about thoughts and beliefs towards the usefulness of multimedia of different level English teachers. Please answer all the questions as honestly as you can. This is not a test. There is no right or wrong answers. Thank you very much for your help.

In this part, tick right for every question that best describes your honest feeling.

Please do not leave out of any questions.

Date.....

Name of school.....

Name of the respondent.....

Group A

1. Do you think use of multimedia effective than traditional?
 - a. Yes
 - b. No
2. Multimedia technology has been used in my school since.....
 - a. Two year
 - b. four year
 - c. five year
 - d. Three year
3. How often do you use video in your classroom?
 - a. Sometimes
 - b. always
 - c. Never
 - d. According to the course
4. Multimedia helps the student to.....
 - a. Enjoyable learning
 - b. Express their ideas in simple way
 - c. Improves student's achievement
 - d. Broaden student's knowledge
5. Do you face technical difficulty in operating techno-based tool?
 - a. Yes
 - b. No
6. Which web sites do you use as search engine?
 - a. YouTube
 - b. Google
 - c. Both
 - d. Others
7. Government should allocate sufficient budget to support schools and Colleges to integrate technology in education.
 - a. Strongly agree
 - b. Agree
 - c. Neutral
 - d. Disagree

- e. Strongly disagree
8. How often do you use audio material in your classroom?
 a. Frequently b. Once a week c. Sometimes d. Never
9. My school encourages me to use technology in the classroom.
 a. Always b. Sometimes c. Never
10. Government and educational institutions should organize ICT based Training program to train the teachers.
 a. Strongly agree b. Agree c. Neutral d. Disagree
11. My school provides digital learning materials when I ask and need for.
 a. Sometimes b. Always c. Never
12. Multimedia helps the student to.....
 a. Improves student's achievement.
 b. Have better career and advancement in future.
 c. To be familiar with way of native speaking and learn.
 d. Opportunity for learning by seeing, hearing and doing.
13. I prefer integrating multimedia to teach English because it helps me to Improve my student's proficiency in English.
 a. Strongly agree b. Agree c. Neutral d. Disagree
 e. Strongly disagree
14. There is enough training and professional development provided for Teachers about ICT use in teaching.
 a. Strongly agree b. Agree c. Neutral d. Disagree
15. The classroom management is out of control if ICT tools are used in The classroom.
 a. Completely agree b. Agree c. disagree d. Neutral
16. Do you face technical difficulty in operating techno-based tool?
 a. Yes b. No
17. We have multimedia projector.....
 a. We have multimedia projector in each class and we can use it whenever we need for.
 b. We don't have multimedia projector in our school.
 c. We use projector by taking permission of principal because we have Only one projector in our school.
 d. Lack of electricity.

18. It develops communicative skill on students.
a. Strongly agree b. Agree c. Neutral d. Disagree
19. E-devices make learning faster, easier, accessible and fun?
a. Strongly agree b. Agree c. Neutral d. Disagree
20. Power point presentation including videos, audio, graphic and text
Grab attention of students.
a. Strongly agree b. Agree c. Neutral d. Disagree

Open Ended Questionnaires

1. How do you use multimedia in your classrooms?
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2. What types of technologies do you use frequently?
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3. Based on your teaching experiences, is using multimedia in classroom
effective than traditional? Why?
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4. What challenges have you faced while implementing multimedia in the
classroom?
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5. In your opinion, how does the integration of multimedia technology has improved your teaching strategy?

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6. What are some positive and negative impacts of multimedia?

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7. How comfortable are you using multimedia in classrooms?

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