

# **BELIEFS OF ENGLISH TEACHERS IN USING MULTIMEDIA**

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

**Submitted by  
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## DECLARATION

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

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## RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Manuka Adhikari** has prepared this thesis entitled "**Beliefs of English Teachers in Using Multimedia**" under my guidance and supervision.

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## **ABSTRACT**

This research work entitled 'Beliefs of English Teachers in Using Multimedia' aims to find out the beliefs of the teachers of Kathmandu valley in using multimedia and to find out the challenges faced by the teachers while applying them. I prepared a set of questionnaire containing both open-ended and close-ended questions to elicit the primary data. Fifty English teachers who use multimedia in their teaching were selected using purposive sampling procedure and given questionnaire for data collection. The collected data were analyzed and interpreted descriptively using simple statistical tool. The findings show that the teachers using multimedia in their teaching have positive beliefs on it. Ninety-eight per cent respondents favor it and suggest others to apply it as well. This study also shows that lack of skill in using multimedia, not enough technological knowledge on them, no alternative power support are the major challenges faced by the teachers.

This thesis consists of four chapters. Chapter one deals with the introduction of the term belief, teachers' belief, and modern technology in language teaching. Since this study is related to the multimedia use, it includes history and development of multimedia, advantages of multimedia in ELT. This chapter further includes the review of related literature, objectives and significance of the study. Similarly, chapter two deals with the procedure adopted to carry out the research. It contains the information of data sources, sampling procedure, tool and process used for data collection, and limitations of the study. Chapter three consists of the categorical analysis and interpretation of the data collected through the questionnaire. Chapter four deals with the major findings of the study on the basis of analysis and interpretation of collected data. It also deals with some recommendations made on the basis of the findings. Finally, chapter four is followed by the references and appendices.

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## LIST OF ABBREVIATIONS

CUP	:	Cambridge University Press
ELT	:	English Language Teaching
EFL	:	English as a Foreign Language
OHP	:	Over Head Projector
n.d.	:	No Date
p.	:	Page
S.N.	:	Serial Number
T.U.	:	Tribhuvan University

# **CHAPTER ONE**

## **INTRODUCTION**

Innovative and recent technologies are used in different field to make the work easy and faster. One of those fields is education and teaching learning process. Many schools and colleges are applying these technologies to make teaching learning process easy. This study is also related to the new technology, multimedia, used in teaching learning process. This is the study entitled “Beliefs of English Teachers in Using Multimedia”. This chapter consists of general background, review of related literature, objectives and significance of the study.

### **1.1 General Background**

This age is popularly known as the ‘age of information technology’ and new ways of technologies are used in different work fields to meet their goals quickly. Similarly, English language teaching is also one of those fields where different sorts of new technologies are required.

Accepting new ways of technologies in language learning requires a fundamental and sometimes drastic change in perceptions from teachers about how languages are learned. Everyone is conditioned by the educational environment they experience. In language learning, beliefs and attitudes are shaped not only by the educational environment but also by family and societal values. These influences on approaches to learning a language may encourage learners to experience new methods of learning or conversely constrain and restrict their desire for a new learning experience.

Regarding the significance of teachers’ beliefs, Kagan (1992, p. 65) says that unconsciously held assumptions about student, classrooms and the academic material to be taught shares three basic assumptions:

- Teachers' beliefs influence perception and judgment;
- Teachers' beliefs play a role in how information on teaching is translated into classroom practices;
- Understanding teachers' beliefs is essential to improving teaching practices and teacher education programs.

In addition to this, teachers' beliefs bring new goals, attitudes and decisions in teaching that influence their teaching experiences and facilitate the learners to alter these beliefs and to introduce them to flexibility in their learning. In this sense, Victori and Lockhart (1995, p. 38) conclude that learners' belief (which they refer to as metacognition) interact with autonomy and language learning.

McDonough (1995, p. 9) indicates beliefs as important incentives for behaviours and says:

... what we believe we are doing, what we pay attention to, what we think is important, how we choose to behave, how we prefer to solve problems, form the basis of our personal decisions as to how to proceed. An important fact about this argument is that it is not necessary for those kinds of evidence to be true for them to have important consequences for our further development (as cited in Tercanlioglu, p. 148).

Similarly, in regard to teachers' beliefs, Richardson (1996, p. 102) says:

It is important for teachers to become aware of their own and their learners' beliefs and attitudes when indulging in teaching learning process. Any innovation in teaching and learning requires a shift in beliefs and attitudes for both teachers and learners. It can be shown that without sensitizing

teachers to their own beliefs and attitudes and some form of learners training for students may develop.

### **1.1.1 Beliefs: A Brief Introduction**

People use the word belief in a variety of ways. Beliefs not only affect how people behave but what they perceive in their environment. Contrary to the popular saying ‘seeing is believing’, it is more likely that believing is seeing. When people believe something is true, they perceive information supporting that belief. Beliefs alter expectations. People perceive what they expect to perceive. If we see the dictionary meaning of the word ‘belief’, it is given as ‘the acceptance of a fact, opinion or assertion as real or true, without immediate personal knowledge, reliance upon word or testimony...’

The word ‘belief’ is originated from the Aryan word ‘lubh’ meaning ‘to like or to hold dear’ from which the word ‘love’ also originates (OED, 1989). 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.

Richardson (1996) defines beliefs as “psychologically held understandings, premises or propositions about the world that are felt to be true.” This definition of beliefs found in language education focus primarily on how teachers think about the nature of language teaching and learning.

Wenden (1998, p. 517) says “...beliefs are viewed as individual subjective understandings, idiosyncratic truths, which are often value related and characterized by a commitment not present in knowledge. ...” ([www.ccsenet.org](http://www.ccsenet.org), retrieved on 19 December 2010).

Similarly, in Hodges' (2002) word "Belief is a moral act for which the believer is to be held responsible."

In addition to this, Pajares (1992, p. 307) also says:

... defining belief is at best a game of players choice. They travel in disguise and often underlies- attitudes, values, judgments, axioms, opinions, ideology, perceptions, conception, conceptual systems, preconceptions, dispositions, implicit theories, explicit theories, personal theories, internal mental processes, action strategies, rules of practices practical principles, perspectives, repertories of understanding, and social strategy, to name but a few that can be found in the literature.

To sum up, beliefs are generalizations about things such as causality or the meaning of specific action. It is also the conceptual system of attitudes, values, ideologies and personal theories of understanding which have formed impressions about themselves and their abilities and about the nature of knowledge, how learning takes place.

#### **1.1.1.1 Teachers' Beliefs**

There is a growing body of evidence to indicate that teachers are highly influenced by their beliefs, which in turn are closely linked to their values, to their views of the world and to their conceptions of their place within it. 'Teachers' beliefs and educational research' concluded that these had a greater influence than teachers' knowledge on the way they planned their lessons, on the kinds of decisions they made and on their general classroom practice (Pajares, 1992). Beliefs were also found to be far more influential than knowledge in determining how individuals

organize and define tasks and problems, and were better predictors of how teachers behaved in the classroom.

Breen (1991) concludes teachers' beliefs as:

Teachers had many incorrect beliefs about how languages are learned and that influenced their teaching. Real and effective change in teacher practices can only occur through a change in their beliefs and that beliefs shape the way teacher behave (as cited in Tercanlioglu, p 148).

Beliefs are notoriously difficult to define and evaluate, but there do appear to be a number of helpful statements that we can make about them. They tend to be culturally bound, to be formed early in life and to be resistant to change. Beliefs about teaching, for example, appear to be well established by the time a student gets to college (Weinstein, 1989). They are closely related to what we think we know but provide an affective filter which screens, redefines, distorts, or reshapes subsequent thinking and information processing (Nespor, 1987).

Similarly, Freeman (1993, p. 488) says:

... the study of teachers' beliefs has, in the last 15 years, emerged as a major area of enquiry in the field of language teaching. One strand of this research has focused on the relationship between teachers' beliefs and their classroom practices; more specially, there has been interest in the extent to which teachers' started beliefs correspond with what they do in the classroom, and there is evidence that the two do not always coincide.

Teachers' deep-rooted beliefs about how languages are learned will pervade their classroom actions more than a particular methodology they are told to adopt or course book they follow. If the teacher-as-educator is one who is constantly re-evaluating in the light of new knowledge his/her beliefs about language, or about how language is learned, or about education as a whole, then it is crucial that teachers' first understand and articulate their own theoretical perspectives (Williams & Burden, 1997).

#### **1.1.1.2 Teacher Beliefs and Student Learning**

Teacher and student are the two obligatory parts of the teaching-learning process where the absence of one part makes the whole learning process useless and unsuccessful. In this sense what the teacher believes and how the students perceive their learning through that belief are the most important factors.

Regarding the fact, teacher beliefs and student learning, Orton (n.d.) writes:

The study of teacher beliefs has received much attention in recent years, occasioned by a growing interest in reflective teaching. Though this type of study is refreshing in that it breaks from the behaviorist process-product work, the practical implications of study of teacher beliefs may not be obvious. There are likely connections between a better understanding of teacher beliefs and the design of quality programs of teacher education ([www.iteslj.org](http://www.iteslj.org), retrieved on 22 March 2011).

The fact remains that 'student learning' looks different when analyzed in terms of behavioral, cognitive or humanistic terms though the wise decision makers are able to sidestep the ambiguity by catering to the public's fascination with technical measurement. One of the main points to be argued is that it is just this ambiguity,

with regards to the notion of student learning that makes it imperative for teachers to keep fixed of whether conception of student learning that they believe in. (Pajares, 1992, p. 316).

The relationship between teacher beliefs and student learning will be examined within the context of the practical reasoning of teachers.

Regarding this Kant (1985, p. 3) says:

There are three conceptions of practical reason which are used to organize the discussion: productive, practical and moral/theoretical. These three ways correspond to the classification of imperatives, rules of skill, counsels of prudence and commands of morality. If the productive aspects of the relationship between teacher beliefs and student learning are emphasized, then student learning results in a teachers' virtual performance. If the practical aspects of the relationship are emphasized, teacher beliefs inform the 'belief premise' in the desire-belief model of intentional action (as cited in Pajares, 1992, p. 319).

To sum up Kant's view, teacher beliefs are related to student learning through something that the teacher does in the classroom. This something that the teacher does might be analyzed in three ways: as rules of skill, as counsels of prudence and as commands of morality. So that the relationship between teacher beliefs and those classroom events that cause student learning is very opaque.

### **1.1.2 Modern Technology in Language Teaching**

This is the age of information technology. The innovative and advanced technologies are applied in different fields like education, communication,

medicine, transportation, business and so on which make their works easy and faster. Technology has brought a great revolution in every aspects of human life as well as in language teaching.

Before knowing about modern technology, first we should know about what technology is. Generally, technology refers to the scientific knowledge used in practical life. Technology is more than invention- more than machines. It is a process and a way of thinking. According to Mumford “Every technical process tends, in its perfection, at eliminate the active worker from participation and to produce an effective substitute: the automation” (Bhatt & Sharma, 1992, p.16).

Many curriculum specialists, philosophers, administrators, subject-matter experts are inclined to think of technology exclusively as machines. Funk and Wagnals College Dictionary (n.d.) defines technology as a) theoritical knowledge of industry and industrial arts. b) the application of science and arts.

Similarly, in Beard’s (1992) view:

... technology constitutes the supreme instruments of modern progress.

Although the term is freely employed in current writing, its meaning as actually and potentiality has never been explored and defined. Indeed, so wide reaching are its ramifications that the task is difficult and hazardous.

Narrowly viewed, technology consists of the totality of existing laboratories, machines and processes already developed, mastered and in operation. But it is far more than mere objective realities.

Intimately linked in its origin and operation with pure science, even its most remote mathematical speculations, technology has a philosophy of nature and a method- an attitude toward materials and work- and hence is a

subjective force of high tension. It embraces within its scope great constellations of ideas, some explored to apparent limits and others in the form of posed problem and emergent issues dimly understood (as cited in Bhatt & Sharma, 1992, p. 19-20).

Modern technology stands for the new and innovative devices like computer, television, radio, tape recorder, video, filmstrip, film projection, overhead projector (OHP), language laboratory and so forth. These aids play vital role in the field of education. Use of technology in language teaching probably started from the time when teachers started using cassettes for listening practice as different old methods and approaches were being incomplete to fulfill the demand of language teaching and learning day by day. The most recent development of technological aids in language teaching is computer, the most powerful device used in language teaching. Computer involves multimedia through which teaching learning becomes interactive and lively which plays the significant role in teaching learning process.

### **1.1.3 Multimedia and Its Development: History and Importance**

Multimedia simply means ‘more than one medium’. In other words, television programs, movies, even illustrated books are all taken as examples of multimedia. They all use combination of texts, images, sounds and movement.

In Schmid’s (2008) view:

The term ‘multimedia’ literarily means various types of media, like video clips and visuals that can be manipulated or integrated. It can operationally be defined as 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, 2009, p. 72).

Similarly, Mayer (2005) views multimedia as:

With the aid of digital technology, it is today possible to create multimedia environments which include “online instructional presentations, interactive lessons, e-courses, simulation games, virtual reality, and computer-supported in-class presentations” (as cited in Mukundan & Nimehchisalem, 2009, p. 72).

Multimedia has come a long way from its humble roots to today’s cutting-edge modern animation and interactivity. When most people talk about multimedia, they are talking about computer multimedia. The word has come to present the realm of computer graphics, video games, on-screen presentations and so on.

If we talk about the history of multimedia, one of the earliest examples of multimedia was the videogame ‘Pong’. It was developed in 1972 by Nolan Bushnell, the founder of the company called Atari. The game consisted of two simple paddles that batted a square ‘ball’ back and forth across the screen, like tennis. Later in 1976, Steve Jobs and Steve Wozniak founded a startup company called Apple Computer. And in 1984 this Apple Computer released the Macintosh, the first computer system to use a graphical user interface. Similarly, in 1985 Commodore released the Amiga, a machine which many experts consider to be the first multimedia computer due to its advance graphics processing power and innovative user interface. The Amiga did not fare well over the years therefore, Windows Operating System, developed by Microsoft Company in 1985, has

become the standard for computing ([www.visionlearning.com](http://www.visionlearning.com), retrieved on 23 March 2011).

Although multimedia is possible because of computer technology, its development has been a long time in the making. The term ‘multimedia’ was first used in 1965 to describe a performance that combined music, lights, cinema, and performance art. However, the idea of integrating multimedia in language studies began in the 1950s when small language schools began to use the phonograph, movies and the tape recorder as tools in English language teaching. In the 1970s and ‘80s, language audio and video courses were improved through the added use of video projectors and slide shows. By the late ‘80s and ‘90s, language labs were part of many of the more expensive language schools throughout the world ([www.ehow.com](http://www.ehow.com), retrieved on 19 December 2010).

Multimedia is a new invention of the modern technology. Today it might be defined as the seamless digital integration of text, graphics, animation, audio, still image and motion video in a way that provides individual users with high levels of control and interaction. Thus, multimedia helps students practice certain grammar structures, concept and ideas. Most multimedia language programs come on CDs or DVDs, are offered over the internet. The evolution of multimedia is a story of the emergence and convergence of these technologies.

Many modern language teachers have come to accept multimedia as a viable means of teaching language acquisition. Those who use multimedia as a teaching tool find that it adds more interest to the class, and because students become interested in multimedia and computers, they learn more language skills. The integration of multimedia is more effective than using the teacher centered model solely. Effectiveness of multimedia lies in the ability to expose students to real situations, language use and pronunciation through video, sound, graphics and computer interaction. For example, Gohiwar (2009) carried out a research to find

out the effectiveness of using PowerPoint, simple software of multimedia, in teaching English tenses. He experimented on nine grade private school's students of Kathmandu valley and found that the use of PowerPoint in teaching the English tenses is an effective way of presenting them in the classroom. This research shows that using multimedia in teaching learning field is being effective.

With the spread and development around the world, English has been learned and used by more and more speakers. Taught as a foreign language, English also enjoys high prestige in Nepal. The use of the English language in Nepal has increased rapidly in recent years.

At present, the role and the status of English in Nepal is higher than ever in history as evidence we can look at its positions as a key subject in the curriculum, with its growing use as a medium of instructions as many schools adopt a bilingual approach to education; and as a crucial determinant for university entrance and procuring well-paid jobs in commercial sectors.

Since there are more and more English learners in Nepal today, different teaching methods and materials have been implemented to increase the effectiveness of the teaching process. One method involves using multimedia in English language teaching (ELT). This helps students to get involved and learn according to their interests; it has been tested effectively and is now widely accepted for teaching English in the modern world (Yang and Fang, 2008, p. 136).

#### **1.1.4 Advantages of Using Multimedia in ELT**

Every teaching tool and material has its own advantages and disadvantages. Advantages of any tool plays vital role to be applied in teaching-learning process.

Regarding the advantages of multimedia Moore (2010) says:

Many English language teaching methods were developed based on psychological studies of learning methods during 20<sup>th</sup> century. Language courses began to integrate approaches that focused on visual, auditory and sensory learning, because it became known that students have different learning capacities and use one of their senses more often to acquire information. Teachers began to understand that language acquisition was not a passive process but depended on the learner's interest, habits, background and attitude. However, it was difficult for traditional methods to address these concepts until multimedia was integrated ([www.ehow.com](http://www.ehow.com), retrieved on 19 December 2010).

Using multimedia to create a context to teach English has its unique advantages.

Some of them are given below:

- It stresses the role of students, and enhances the importance of “interaction” between teachers and students.
- It is very useful to train and improve students' ability to listen and speak, and to develop their communicative competence.
- It creates a good platform for the exchange between teachers and students.
- It enables students to participate actively during the teaching learning process.
- It improves teaching efficiency and quality.
- It makes the class lively and interesting, as well as optimizing the organization of the class.

- It is effective in nurturing students' interest in learning English, as well as enhances teachers' interest in ELT.
- It manipulates the network to contact teachers, and receiving answers by e-mail.

## **1.2 Review of Related Literature**

Many researchers have already carried out their researches on the use of different tools used in English language teaching. Among them I have reviewed some research works under the Department of English Education, T. U. which are somehow related to teaching English using different teaching tools.

Adhikari (2008) conducted an experimental research on “Effectiveness of using computer in teaching vocabulary”. He aims at finding the effectiveness of using computer in teaching vocabulary in contrast to traditional ways of teaching vocabulary. He concludes his research work stating that using computer in teaching vocabulary was a significantly effective way in presenting new vocabulary items in EFL classroom.

Devekota (2008) carried out a research on “Attitudes of students towards objective questions.” The objective of the study was to find out the attitudes of M.Ed. students toward objective questions asked in the exam. The study concludes that the students of Master level have positive view about the inclusion of objective items in the annual examination of TU from Intermediate to Master level in all subjects.

Khanal (2008) conducted research on “Attitudes of higher secondary teachers towards the use of computer and the internet”. This study was carried out to study the attitudes of higher secondary English language teachers of Kathmandu Valley and their perception on the basis of their personal characteristics, relative computer and internet advantages, cultural perception, computer competence and the availability of computer and the internet. He has concluded his study with the

findings that majority of the teachers have positive attitudes towards the computer and the internet.

Gohiwar (2009) carried out research on “Effectiveness of using PowerPoint in teaching English tenses”. He aims to find out the effectiveness of using PowerPoint in teaching English tenses in case of secondary level students in private school in Kathmandu valley. His conclusion is that the use of PowerPoint in teaching the English tenses is an effective way of presenting them in the classroom in the case of ninth graders students.

K.C. (2009) conducted a survey research on “The need of English as a Compulsory subject at Faculty of Education: An Attitudinal Study.” It was conducted to find out the attitudes of M.Ed. students towards the need of English as a compulsory subject at the Faculty of Education. The finding of the study is that the students want English to be introduced as a compulsory paper in each year of B.Ed. level. They also feel the need of compulsory English course in M.Ed. level which helps them to study other courses of the level as well.

Chaudhary (2010) carried out research on “Use of Internet as a Language Learning Tool.” This study was conducted to find out the extent to which the students use internet as a language learning tool. M.A. and M.Ed. levels’ students were the respondents of this research. He has concluded his study mentioning that the highest number of students use internet frequently and the least number of students use it daily. The students mostly use internet for learning new vocabularies, reading articles related to language and literature and searching information on different academic topics. These findings show that most of the students use internet as language learning tool.

Parajuli (2010) conducted research on “Teachers’ beliefs on visual aids in teaching English”. His objective was to find out the teachers’ belief on visual aids in teaching English at the primary level of Palpa district. The conclusion of this study

is that the teachers have favor of benefit of using visual aids in teaching English. Due to those benefits they have shown positive beliefs towards visual aids. Most of the teachers opined that visual aids develop creativity of the students. Furthermore, they add that visual aids make the process of teaching learning long lasting and break the monotony.

Although a number of studies have been made in order to find out the effectiveness of teaching aids and materials, efficacy and awareness of aids and materials, none of the studies deals with the teachers' beliefs on using multimedia in teaching English. Therefore, I carried out this study to explore teachers' beliefs on using multimedia in English classes.

### **1.3 Objectives of the Study**

The objectives of the study were as follows:

- i. To find out the beliefs of English teachers in using multimedia in their language classes,
- ii. To identify the challenges faced by those teachers in using multimedia in their class.
- iii. To suggest some pedagogical implications of using multimedia in ELT.

### **1.4 Significance of the Study**

This study is significant because it adds a brick in the field of ELT development which helps the language teachers to make their classes live and interactive. Similarly, students cannot be departed from its benefits. Thus, language planners, language students and teachers of language and linguistics will be directly benefited from this study.

## **CHAPTER- TWO**

### **METHODOLOGY**

To meet the objectives of the study the following methodology was followed.

#### **2.1 Sources of Data**

The researcher made use of both the primary and the secondary sources of data which were as follows:

##### **2.1.1 Primary Sources**

The English language teachers who are using multimedia in their classes were the primary sources.

The total primary source of this study was all the higher secondary and college level language teachers who are using multimedia in their classes. Two to four English teachers from each institution were my respondents. The sample primary source was 50 language teachers of Kathmandu valley.

##### **2.1.2 Secondary Sources**

All the materials, available in print or electronics media such as various book, articles, reports, research studies, dictionaries, journals and internet which are related to use of multimedia and ELT were the secondary sources of this study. Some of them are Bhatt and Sharma (1992) Pajares (1992), Harmer (2008), Moore (2010), NELTA journals and so forth.

#### **2.2 Sampling Procedure**

The English language teachers of higher secondary and college level who are using multimedia in their classes were my study population. I purposively selected fourteen higher secondary schools and colleges of Kathmandu valley where

multimedia is used as teaching tool such as Department of English Education, T.U., Kathmandu University School of Education, ACE Institute of Management, Reliance International Academy and so on as the research area of my study. The total sample size consisted of 50 English language teachers from Kathmandu valley who were also sampled purposively.

### **2.3 Tools of Data Collection**

I basically used only one tool, 'Questionnaire' to elicit the required information for the study. The questionnaire consisted of both close-ended and open-ended questions.

### **2.4 Process of Data Collection**

To collect the primary data, the following procedures were followed:

- At first I surveyed the institutions where multimedia is used as teaching tool and prepared the list of higher secondary and college English teachers who are using the tool in their classes.
- For this I consulted the related personnel of selected higher secondary schools and colleges of Kathmandu valley.
- I met them individually and built rapport to be my respondents. For others I sent the questionnaire through their e-mail addresses with humble request.
- I collected the questionnaire back after a week from the date of distribution.

### **2.5 Limitations of Study**

The study was limited in the following ways:

- a. The study was limited to only 50 English language teachers of some higher secondary schools and colleges of Kathmandu valley.
- b. It was limited to the use of Multimedia in ELT.
- c. It was limited to the questionnaire only as a tool to elicit the data.

## **CHAPTER- THREE**

### **ANALYSIS AND INTERPRETATION OF DATA**

This chapter is mainly concerned with the analysis and interpretation of the data. After collecting all the distributed questionnaires, the data were analyzed and interpreted to find out the beliefs of English teachers and the challenges faced by them. All together 32 questions were asked in the form of open-ended and close-ended questions. The close-ended questions were to be answered in ‘Yes/No’ options. More than 50% responses in one option of close-ended question is taken as positive response. The questions were divided into five categories in terms of:

- a. Relevance of multimedia,
- b. Availability of multimedia,
- c. Effectiveness of multimedia,
- d. Operational problems of multimedia and
- e. Challenges of using multimedia.

The responses are analyzed, tabulated and interpreted below on the basis of the above categories:

#### **3.1 Relevance of Multimedia**

In this category the researcher has tried to show how relevant the multimedia is in the field of teaching and learning. Five questions were asked including open-ended and close-ended in this section. The questions were related to the importance, advantages, necessity of multimedia in Higher Secondary and college level, language skills taught through multimedia and hierarchy of importance of these materials. Importance and advantages of multimedia is analyzed as the same issue. The responses of this category is further divided into two sub-categories and shown in two tables.

In Q. 1, most of the teachers, 48%, responded that all the materials: PowerPoint, internet, filmstrips are equally used and important whereas 28% teachers responded that OHP is less used nowadays. It shows that OHP is becoming less popular in teaching learning activities.

Similarly, Q. 2 was about the language skills taught by using multimedia. In response to this question 34% respondents answered that they teach all language skills by using these materials. It means multimedia is useful to teach all language skills. Only few response, 8%, were in support of reading skill. The responses of this question are tabulated below:

**Table No. 1**  
**Language Skills Taught by using Multimedia**

S. N.	Language Skills	Responses	
		No. of Teachers	Per cent
1.	Reading	4	8
2.	Writing	12	24
3.	Listening	14	28
4.	Speaking	11	22
5.	All	17	34

Regarding the Q. 3, 86% responses were in support of the necessity of multimedia in Higher Secondary and College level. The question was whether the higher secondary and colleges need multimedia in teaching or not. Teachers say that these materials are new and innovative for both students and teachers. It is the demand of this 21<sup>st</sup> century.

In questions 4 and 5 teachers gave different views on the importance and advantages of multimedia. These responses are shown in the following table:

**Table No. 2**  
**Advantages and Importance of Multimedia**

S.N.	Advantages and Importance	Responses	
		No. of teachers	Per cent
1.	Make teaching-learning long-lasting	9	18
2.	Provide interest in the study of the subject	17	34
3.	Make learning easy and fast	14	28
4.	Help to motivate the students	12	24
5.	Develop creativity of students	11	22
6.	Break the monotony of practice work by creating the variety	11	22

Regarding the advantages and importance of multimedia, 34% respondents say that it provides interest in the study of the subject. Similarly, 18% respondents believe that multimedia makes teaching-learning long-lasting. Twenty-two per cent respondents are agreed with the statement that multimedia develops the creativity of students and same 22% of respondents say that multimedia breaks the monotony of practice work by creating the variety.

On the basis of above responses we can say that multimedia is getting popularity day by day in the field of teaching and learning. Every work, nowadays, becoming technology based. Therefore, using multimedia in teaching and learning is relevant to this situation.

### **3.2 Availability of Multimedia**

In this category also five questions were asked including both open-ended and close-ended. In this section the researcher has tried to find out the availability of multimedia in the teaching institutions.

In response to the question how frequently the respondents use the videos in their classes, 30% teachers responded that they use videos in need. If their lesson requires video presentation, only at that situation they prefer it. Teachers select multimedia programs according to the topic that is to be taught. To teach reading skill they use pictures and paragraphs, to teach listening and speaking skills they use videos and documentary and so on.

The responses of three more questions are tabulated below:

**Table No. 3**  
**Environment of Institutions to use Multimedia**

S.N	Environment	Yes		No	
		No. of teachers	Per cent	No. of teachers	Per cent
1.	Favorable environment to use multimedia	50	100	0	0
2.	Sufficient time provided to teachers	38	76	12	24
3.	Teachers' satisfaction with the availability of multimedia	48	96	2	4

According to the above mentioned responses, all institutes are in favor of using multimedia in teaching and learning process. Most of the teachers, 76%, are provided sufficient time to manage their equipments. And 96% teachers are satisfied with the availability of multimedia equipments in their institutions.

### **3.3 Effectiveness of using Multimedia**

In this section the questions were formulated to know how effective the multimedia is in teaching-learning process. Altogether seven questions were asked; among them six questions were close-ended. Q.13 was asked to the

teachers to know their frequency of using multimedia programs. Out of the total, 76% of teachers use PowerPoint program to facilitate the students. The remaining 24% teachers use other multimedia programs like filmstrips, internet and CD/DVDs.

The responses of other remained questions are tabulated below:

**Table No. 4**  
**Effectiveness of Multimedia in Teaching- Learning Process**

S.N	Effectiveness	Yes		No	
		No. of Teachers	Per cent	No. of Teachers	Per cent
1.	Active participation of students	48	96	02	04
2.	Professional development of teachers	50	100	0	00
3.	Effective presentation of lesson	50	100	0	00
4.	Develop creativity of students	43	86	07	14
5.	Bring real situation in the class	40	80	10	20

From the responses of Table no. 4, we can say that using multimedia in teaching-learning process has an effective role. It makes the students' participate actively in the class. Ninety-six per cent respondents agreed with this statement. It also helps the teachers for their professional development. Cent per cent respondents believed that the use of multimedia in teaching-learning process is helpful to develop them professionally and the same cent per cent of respondents were supporting the statement that multimedia makes an effective presentation of lesson. Majority of respondents, 86%, said that multimedia helps the students to develop their creativity bringing real situation in their learning process.

### 3.4 Operation Problem of Multimedia

In this category the technical problems faced by the teachers were asked. To know how the teachers feel to operate multimedia, four questions were asked. The responses are tabulated and interpreted below:

**Table No.-5**

**Operation Problems Faced by the Teachers**

S.N	Problems	Yes		No	
		No. of Teachers	Per cent	No. of Teachers	Per cent
1.	Faced technical problem in operating	33	66	17	34
2.	Uneasiness in operating them	10	20	40	80
3.	Uneasiness in managing the programs	28	56	22	44
4.	Solving technical problems own self	06	12	44	88

On the basis of responses in Table no. 5, I came to know that 66% of the teachers are facing technical problems in operating multimedia. This happens because of their less knowledge in the technical and technological fields.

Eighty per cent teachers feel it very easy to operate multimedia. They opine that operating multimedia in the starting period is very difficult but when they once learn to operate them then it becomes easy. Similarly, 56% teachers feel uneasiness in managing the multimedia programs due to some technical problems like viruses in software, software confusion and so on.

When the teachers are encountered with the technical problems, at first, they try themselves to solve it. If not possible then they take help from the technicians.

### 3.5 Challenges of Using Multimedia

No work in this world is challenge-proof. Every work has challenges and every person who is conducting the work faces various challenges. In the same way using multimedia in teaching-learning process has also some challenges faced by the teachers. The challenges are shortage of the time, lack of appropriate knowledge and materials, students' understanding of the lesson and so on.

In this section nine questions were formulated to know the challenges faced by the teachers. The responses are summarized into five points and tabulated in the following table:

**Table No. 6**  
**Challenges Faced by the Teachers**

S.N	Challenges	Yes		No	
		No. of Teachers	Per cent	No. of Teachers	Per cent
1.	Economic in terms of time	42	84	08	16
2.	Toughest job for the teachers	09	18	41	82
3.	Students' understanding of lesson	50	100	0	0
4.	Meet the objectives of the lesson	50	100	0	0
5.	Expensive to afford by every institute	34	68	16	32

Using multimedia in teaching learning process saves the time of teachers and students. Eighty-four per cent respondents agree with this view. They, further, say that use of multimedia prevents the students from un-necessary talk and a teacher can finish his work within estimated time. Students also understand the lesson clearly than the lecture or chalk and talk method. It is also helpful to meet the

objective of the lesson. Through the help of multimedia a teacher can manage the time and lesson appropriately.

In response to the question whether using multimedia in English classes is the toughest job or not, 82% teachers responded that it is not the toughest job but it is an easy and very comfortable job for teachers.

Multimedia is the latest technology used in the field of teaching and learning. Therefore, its hardware are little expensive than we expect. Sixty-eight per cent teachers say that all schools and colleges can not afford these materials in the context of Nepal. Only some colleges from urban areas can afford them. It is very expensive to those schools and colleges who even can not afford the computers.

Students are excited and satisfied with these materials. They love to learn using these materials. They encourage the teachers to use and teach them through multimedia.

Lack of enough technological knowledge, power cut, corruption in CD/DVDs, viruses in the software, not enough knowledge about the latest software are the other challenges faced by the English teachers.

Regarding the question what is your opinion toward using multimedia in English classes? Almost all teachers, 98%, are in favor of using them in English classes. They like multimedia and suggest others to use it.

The last question was asked for some suggestions toward using multimedia in English classes. Each and every teacher has written their suggestions. Some major suggestions are listed below:

- a. Every institution should have this facility.
- b. English teachers should be encouraged to use it.
- c. An effective and fruitful tool to teach English language.
- d. It is the demand of this new generation.

- e. Multimedia should be made available to every English class.
- f. Schools and colleges should plan to have budget for it.
- g. Multimedia should be made accessible to all classes, so that every teacher can use it freely.
- h. Teachers should be well trained to use multimedia.
- i. It should be used from the primary level.
- j. It should be made available not only in urban areas but also in rural areas.

## **CHAPTER- FOUR**

### **FINDING AND RECOMMENDATIONS**

This chapter consists of the major findings of the study. This also consists of some recommendations with pedagogical implications which are made on the basis of analysis and interpretation.

#### **4.1 Findings**

After the analysis and interpretation of the data, it is found 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. They want these materials in their each and every class. However, some major findings are listed below.

- a. Multimedia is found useful to teach all four language skills. Thirty-four per cent respondents are in favor of this statement.
- b. Multimedia raises interest in the study of the subject. Therefore, being an innovative technology it is found very productive and purposeful material for higher secondary and college levels.
- c. Cent per cent teachers are provided favorable environment to use multimedia in their institutions whereas 96% teachers are satisfied with the materials provided.
- d. Regarding the effectiveness of multimedia, majority of teachers supported that it makes the class effective. Cent per cent teachers agreed that multimedia is effective for teachers' professional development and effective presentation of the lesson.
- e. Sixty-six per cent teachers are found facing technical problems in operating multimedia due to the less knowledge about the software and new technology.

- f. Uses of multimedia materials in teaching-learning process take less time than using other materials. Eighty-four per cent teachers agreed with this statement.
- g. It is found that multimedia materials are very expensive in the context of Nepal to afford by every institution. Sixty-eight per cent teachers supported this issue.
- h. Although Nepal is rich in water resource, the nation is facing load shedding problem. It is found that load shedding is also one of the major challenges of using multimedia which interrupts the presentation in unwanted time.
- i. It is found that lack of enough technological knowledge, corruption in CD/DVDs, less knowledge about the latest software are the other challenges faced by the teachers.
- j. In spite of facing lots of challenges teachers are found in favor of using multimedia. They, 98% teachers have positive beliefs on using multimedia in their classes.

## **4.2 Recommendations**

On the basis of analysis and interpretation of the collected data some recommendation with pedagogical implications are suggested as follows:

- a. In this fast growing world of technology the teachers and students should take advantages of multimedia to face the challenges in academic field and to make their future bright.
- b. Multimedia should be applied from the school level in order to make the students and teachers familiar with new technology.
- c. The teachers should be well trained to overcome the problems that occur in multimedia and they should be aware about the development in new technology.

- d. Every institution should manage the alternative power support to operate the multimedia. So that no obstacles will appear while operating them and the classes run thoroughly.
- e. The teachers should not depend only on the textbook information. The textbook may have outdated information. Therefore, they need to seek new, current and innovative information which are related to their lesson. This information can be integrated and presented through multimedia.
- f. The teachers should use different types of multimedia programs to develop creativity of the students.
- g. Teaching through multimedia gives clear concept to the students than chalk and talk method. So that it should be made easily accessible to all institutions.
- h. Every institution should plan the budget to have these materials themselves for effective and fast learning of the students.
- i. Multimedia makes the learning long-lasting. Every teacher should be encouraged to use it for their stability of teaching-learning process.
- j. Multimedia is used by only the institutions of urban areas. But it should be used in rural areas too to globalize the materials.

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