The Impact of Multimedia on Productive Expression among Saudi EFL University Female Learners

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Abstract: *The study aims to investigate the impact of multimedia on productive expression and the difficulties that face the students in learning English in the company of technology among female Saudi university students with the focus on the University of Shaqra Faculty of Arts & Science for Girls in Shagra. The purpose of the study is to illustrate how the use of multimedia is fundamentally essential in promoting the students' ability in productive expression. Also, to highlight the importance of utilizing multimedia as a precious resource in improving learner's oral expression. In addition to Identify the students' errors in writing after using multimedia. Moreover, Find out some ways and methods through using multimedia to help students of weak writing expression to learn successfully. So, the ability to communicate through multimedia in both oral and written form significantly impact on academic achievement and future success.*

Keywords: Multimedia, productive expression, EFL learner, speaking, writing

1. Introduction

Technology has been driving the evolution of the English language for hundreds of years. In the fifteenth century, the invention of the printing press established standard methods of spelling English words. New forms of punctuation were invented to make printed texts more natural to read, and for the first time, people from different regions began to agree about English grammar. The invention of the telegraph and later the radio and the television has a positive effect on teaching the English language. New words were invented to describe these new technologies, and broadcasters invented new styles of speech. However, it is multimedia that has had the most significant effect on the English language, changing it entirely in less than two decades. Encyclopedia Britannica (2016) states that interactive multimedia, any computer-delivered electronic system that allows the user to control, combine, and manipulate different types of media, such as text, sound, video, computer graphics, and animation. Interactive media integrate computer, memory storage, digital (binary) data, telephone, television, and other information technologies. Their most common applications include training programs, video games, electronic encyclopedias, and travel guides. Interactive media shift the user's role from observer to participant and are considered the next generation of electronic information systems. So, promoting productive expression through multimedia is essential because it reflects the students' abilities. Also, productive expression increases the creativity of language, and the students need them as excellent skills in improving their knowledge in the English language.

Peregoy and Boyle (1997, p. 2) state that:
"Written language was invented as a way to represent spoken language using abstract symbols that must be taught" and *"for most learners written language must be learned with a lot of explicit instruction and requires a lot of practice."*

Students and learners, in general, want to learn English as well as they can. Their target to read and write correctly and neatly, but many people want to be able to speak English fluently, with a pronunciation which can be understood both by their fellows-students and by native speakers. So more emphasis should be given to multimedia, which plays a significant role in the promotion and the development of the English language.

2. The Importance of Multimedia in Learning and Teaching

Multimedia refers to several media sources such as video, graphics, animation, audio, and texts. Schnots and Lowe (2003) defined the term multimedia as:

"multimedia is the combination of multiple technical resources for the purpose of presenting information represented in multiple formats via multiple sensory modalities."

With the use of multimedia, students are better able to comprehend what they are being taught at colleges, and learning becomes more effective for them. The multimedia material in this study involves using four basic types, such as text, video, animation, and pictures. With the use of pictures and animation, their comprehension power increases and attracts their attention. So the students interact during the class and allow them to learn in a better way.

Multimedia is also interactive; it enables both the student and the teacher to control the content flow of information (Vaughan, 1998). A significant part of using multimedia instruction involves engaging students in sense-making activities, such as conversations and chats about external representations that use concepts, symbols, models, and relationships. Thus multimedia has become an essential part of education in the world.

Vijayakumar and Srinivasan (2017), in an article titled " Improving Content and Form in Writing using Multimedia Technologies." The study explores the impact of the process approach in a multimedia environment. The role of multimedia technologies for the improvement of content and form in writing skills has not been empirically investigated.

Hence, a Multimedia package for writing skills (MMPWS) was developed and implemented in the present study. After the implementation phase, the efficacy of the multimedia package was evaluated using a true experimental design. On a sample of 60 students, with a control group of 30, and an experimental group of 30. The experimental group exposed to the process approach in the multimedia language lab. The control group was also exposed to the process approach in the traditional classroom environment. The impact of both approaches was assessed using quantitative methods.

Ratnawati and Didih Faridah (2017), wrote an article titled" Engaging Multimedia Into Speaking Class Practices: Toward Student's Achievement And Motivation." The present study reports several impacts of implementing multimedia toward the teaching and learning process in speaking class at second-grade students of Galuh University, Ciamis. On the sample of 34 participants were selected from a similar English department of Faculty of Teacher Training and Educational sciences. The researchers divided them into a control group and an experimental group. Further, the study came from insights on students' boredom during speaking class, which affected their achievement and motivation. For proving the result of its application, observation, questionnaire, pre –post tests were administered to collect the data, while both quantitative and qualitative approaches were applied to analyze the collected data from classroom practices.

Imam Fauzi (2016), an article entitled " The Application of Multimedia-Based Presentation in Improving Students' Speaking Skills". The research took place in a private university of Serang, Banten investigated the use of multimedia-based presentation to improve speaking skill. The sample of the study is 30 students, four methods used to collect the data questionnaire, observation, presentation assessment form, and interview.

3. Statement of the Problem

In the age of globalization, modern technologies facilitate talking to native speakers; watching videos online using the internet help students speak the target language fluently. On the other hand, this process has resulted negatively on learners' written language, for instance, poor or illegible written expression excessive in spelling, punctuation, grammar errors. So the students cannot organize their thoughts on papers, incoherent sentences, and paragraphs and silly stories that lack elements and logical transitions. Deficient writing skills that significantly impact academic achievement in writing, The study investigates the difficulties that faced the students in productive expression. Teaching through multimedia can play an essential role in tackling these difficulties.

4. Objectives of the Study

The study attempts the following objectives to
1) Indicate the role of multimedia in improving the productive expression of the students.
2) Highlight the importance of utilizing multimedia as a rich resource in improving learner's oral expression.

3) Identify the students' errors in writing after using multimedia.
4) Find out some ways and methods through using multimedia to help students of weak writing expression to learn successfully.

5. Questions of the Study

This study tries to answer the following questions:
1) To what extent does the use of multimedia affects the productive expression of Saudi EFL learners?
2) What opportunities does multimedia provide for Saudi EFL learners to speak fluently?
3) Do EFL learners lack the opportunity to write accurately by using multimedia in teaching?

6. Hypotheses of the Study

The study hypothesizes the following:
1) The use of multimedia affects the productive expression of Saudi EFL learners.
2) Multimedia provides opportunities for EFL learners to speak fluently.
3) EFL learners lack the opportunity to write accurately by using multimedia in teaching.

7. Recommendations of the Study

According to the problem that faced the students in productive expression exactly written expression and they need intensive practice in writing through teaching by multimedia to help in the solution of the problem that might face the students in productive expression. The study presents the following recommendations.
1) A workshop should be done for teachers on the importance of multimedia in the classroom to improve and change their teaching strategies.
2) Teachers should focus on different activities through multimedia that lead to the improvement of mechanics in writing.
3) Multimedia should apply for effective teaching of English, and the written expression should give more consideration.
4) Teachers should organize special programs and activities through multimedia for the low-achievers students' in written expression.
5) Multimedia should apply for effective teaching of English, and the written expression should give more consideration.
6) Teachers of English language are recommended to expand the use of multimedia in classes for better performance in oral and written expressions.

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