Successful Values of Multimedia on the Productive Expression among Saudi EFL University Female Learners

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Abstract: *This study aims to investigate the significant role of multimedia on productive expression among Saudi EFL learners. The sample of the study was (50) fourth level female students who study English as a foreign language, in Saudi Arabia, shaqra university, College of Arts and Science in Shaqra, English Language Department in the academic year 2018-2019. The tools used for data collection were pre-post oral tests and pre-post written tests. The pre-oral and written tests were given to measure the actual level of the students while the post-oral and written tests were given to check the progress made by the students after they taught with multimedia. The data of the study were analyzed using the statistical package for the social sciences (SPSS). The study concludes that teaching through multimedia influences on the students positively to a large extent. The students are better in performance compared with their results before teaching through multimedia. The main findings of the study revealed that teaching through multimedia has a positive effect on the students' performance in oral and written expressions.*

Keywords: assumption, multimedia, oral expression, written expression, Saudi students

1. Introduction

Before we introduce this paper, it is important to find some definitions of "multimedia." (Harris and West, 1993) stated that *"multimedia presentations are a combination of instructional resources controlled by a single operating system, usually computer-based".* 'Mayer (2005) defined multimedia as:

"Presenting both words (such as spoken or printed text) and pictures (such as illustrations, photos, animation, or video)."

In this study, the researcher made a comparison between the results of the pre and post-tests of productive expression. She described the methodology used to conduct this paper ,and she had illustrated how she accomplished the study. The first to be discussed are the subjects and the study tools that were used to collect data. This paper includes detailed descriptions of the population, accompanied by the validity, reliability, and procedure of tests.

1.1 Multimedia and Oral Expression

According to Hornby (1995:37), teaching means giving the instruction to a person: give a person a (knowledge, skill). So teaching through multimedia gives the students instruction to speak fluently and accurately. Vanlier stated (2000, p 120), *"All the four skills [listening, speaking, writing, and reading] speaking intuitively the most important: people who know a language are referred to as speakers of the language as if speaking included all other kinds of knowing."* Thus speaking through multimedia helps the students to develop their vocabulary, grammar, express their feelings, opinion, ideas, and in their life as a whole. Wet Rup (2003,p 5) stated that *"a student who can speak English well may have a greater chance for further education, of finding employment and gaining promotion".* So, multimedia plays an essential role in teaching and learning because it helps and motivates the students to think

and understand the materials and improves their creativity as well as speaking ability. Harmer (2007:282) suggests that there are some reasons why a video can add a unique, extra dimension to the learning experience. First, by using video as learning media, students do not just hear the language; they can see gestures, expressions, and other visual clues that convey general meaning. Video can provide real models since they include all the characteristics of natural spoken English language in realistic situations. Second, video uniquely allows students looking at situations far beyond their classroom. It can develop students' cultural awareness. For example, they can see how Americans greet the other, what kinds of food people eat in other countries, and what they wear. Third, video can increase students' level of interest and motivation through its interesting moving pictures.

1.2 Multimedia and Written Expression

According to Donn (1988:1), "writing is much more than the production of graphic symbols, just as speech is more than the production of sounds. The symbols have to be arranged, according to certain conventions, to form words, and words to arranged to form sentences." In short, It can be said that it facilitates the tasks during the learning process, and enhances the quality of oral and written productive skills. According to Parr (2013), "writing is a complex activity, and there is no consensus on an appropriate teaching strategy in the research literature on writing." Bram (1995:7) states that "writing means to try to produce or reproduce written message, it should have something meaningful to convey." So multimedia gives students a reason to write and enrich their vocabulary through exposure to a video or film, images, drawing, animation, graphics.

2. Methodology

The researcher used the descriptive-analytical method in order to process the data of the study and to achieve its

purpose in the form of one group pre-tests and post-tests design with quantitative data analysis. The students' productive expression hypotheses were tested by pre-test and post-test for one group. It includes watching videos, animations, images, texts, and film activities through multimedia. The students were asked to discuss the topics orally and then to write down what they were discussing. This enabled the researcher to measure their abilities in productive expression after completing multimedia productive activities.

2.1 Population and Sample

The population of this study is the students who specialize in the English language in Saudi Arabian Universities for the academic year 2018-2019. The sample of the study is (50) fourth level female students who study English as a foreign language, in Shaqra University, College of Arts and Science in Shaqra, English Language Department. All the participants share the same characteristics. They are female and at the same level. Also, they are of the same or nearly the same age, and they are all Saudi EFL learners.

2.2 Tools

In this study, the researcher used three tools to collect the data:
1) Pre-post oral test
2) Pre-post written test
3) Lectures using technology (multimedia, texts, videos, animations, images, and social network.

The students were asked to speak about one of two topics and to write an essay on one of the same topics as pre-tests for oral and written expression at the beginning of the term also post-tests for oral and written expression at the end of the term, and their collected grades for oral performance and written essay will be measured by rubric for speaking and writing.

a) Oral Tests
Two oral tests are designed and divided into pre-test and post-test. The pre-test was given to measure the actual level of the students, while the post-test was given to check the progress made by the students after they have been taught through multimedia for one academic term. The students were asked to speak about one topic "Healthy Food " or" An Important Day at College" and the assessment for oral test measured using a rubric, the researcher identified a rubric model to be used as a rating scale which included four items: students' fluency, pronunciation and accent, vocabulary, and other details.

b) Written Tests
Two written tests are designed and divided into pre-test and post-test. The students were asked to write a well-organized essay about one topic, "Healthy Food " or " An Important Day at College." And the assessment of the written test was measured by a rubric. The researcher identified a rubric model to be used as a rating scale which included organization for the introduction the essay, topic content, supporting/information details, personality voice of writers, sentence structure, sequencing, organization of the

conclusion, grammar, spelling, punctuation, and neatness of the essay.

c) Tests Validity
To validate the oral and written tests, the researcher submitted them to a committee of English experts. They were requested to evaluate the tests in terms of clarity, instruction, difficulty, correctness, and suitability for the students' level. All members of the committee indicated that the test guidelines for oral and written expression were clear and appropriate. However, they suggested some modifications and commented on the test topics. The researcher made all necessary corrections. Finally, they indicated that the tests appeared to be a valid measure for oral and written expression of EFL learners.

d) Tests Reliability
A pilot test was used to determine the reliability of oral and written tests. The tests were administered on 50 fourth level students in the English Department, College of Arts and Science in Shaqra, Shaqra University. To measure the reliability of the tools used in the study, the researcher used (SPSS) program to analyze the data. Also, the researcher computed Cronbach's Alpha to measure the reliability of oral and written tests; the result obtained is (0.82) which, means that the tests were reliable.

e) Pilot study
The pilot study conducted in January 2018 for college students. The main purpose of the pilot study to determine the reliability of oral and written tests. To measure the standard characteristics of the tests of the impact of multimedia on students' productive expression, The researcher examined (50) college students. After correcting the pre-post oral and written tests, the data entered into the computer. Then the researcher applied the content validity through checking the internal consistency of the tests.

2.3 Procedure of Tests

After receiving permission from the Dean of Postgraduate College in Shaqra University, the researcher started work. The group of the students who participated in this study was informed about the pre-test. They were also told that their scores would be confidential and would be used only for the study.

The pre-oral and written tests took place in January 2018, and it was given six hours for oral expression individually, and the written test was given only one hour in a comfortable and calm lecture room. The students attended and performed the test in a very suitable place and time. After the students finished, the researcher collected the papers and marked them, and the scores were listed and analyzed.

Three months elapsed during, which the students attended organized lectures about essay writing for three hours a week in the presence on different types of topics using animation, videos, film, text, and images. During the lectures, the students were asked to discuss the topics orally, then to write an essay about the same topic. At the end of the

academic, term the participants were given the post-test for oral expression and took five hours and a half, but the post-test for written expression just took one hour accompanied by the same procedures used in the pre-test. Pre-post -tests were intended to measure whether there was progress in the students' performance due to the use of multimedia.

2.4 Students' Test Results

Comparison of students' performance on pre- tests and post-tests

	Test	Mean	N	Std. Deviation	Df	sig
			Paired Samples T- test			
Pair	Pre -tests	34.2600	50	7.43629	49	.000
	Post- tests	47.8400	50	8.08718		

According to the table above, the mean of the pre-test is 34. 26, while in the post-tests is 47.84. On the bases of the results obtained in the above table of post-tests, The students improved, also the significance value of T -test is (0.00) less than the level of significance (0.05). Based on students' results, it is noticed that the results in the post-tests of students who studied through multimedia are improved compared with the results in the pre-tests of the same students before teaching through multimedia. So the use of multimedia positively affects the productive expression of Saudi EFL learners.

3. Findings

After the analysis of data, the findings of the study are the following:
1) The data analysis confirmed that the use of multimedia affects positively on the productive expression of EFL learners.
2) Teaching through multimedia provides the opportunity for EFL learners to speak fluently and effectively.
3) Multimedia are promoting the right level of oral description; all required information included with additional details of the topic.
4) Multimedia improves a well-written and focused topic sentence, used in each 5-7 sentences paragraph, which supported by detailed information.
5) Multimedia improves the students writing in detail using transition words and phrases placed in a logical order.

4. Conclusion

This study aimed to investigate the significant role of multimedia on productive expression among Saudi EFL learners. According to the statistical results obtained from the data analysis, the hypothesis of the research was accepted and confirmed. It concludes that teaching through multimedia has a positive effect on the students' performance in oral and written expressions.

5. Suggestions for Further Studies

The researcher also suggests further studies that could improve and develop better concepts for teaching productive expression through multimedia.
1) The importance of multimedia in promoting the teaching and learning process.

2) The role of multimedia in improving Students' written expression.
3) The effect of using oral expression activities in teaching written expression.

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