

The Role of Multimedia on Motivation and Creativity among EFL Learners

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Abstract: This study examined the significant role of multimedia among EFL learners in influencing motivation and creativity. The sample of the study included 50 female students of fourth level, from Shaqra University, College of Arts and Science at Shaqra, English Language Department in the academic year 2018-2019 who were studying English as a foreign language, in Saudi Arabia. The pre-post oral tests, pre-post written tests, and interviews for college teachers were three techniques that were used for data collection. The pre-oral and pre-written tests were administered to assess the actual level of the students while the post-oral and post-written tests were given to check the progress made by the students after they were taught with multimedia. The data of the study were analyzed using the statistical package for the social sciences (SPSS). The main findings of the study indicated that teaching through multimedia has a positive effect on the students' performance. The use of multimedia also increases students' motivation and creativity in learning. Finally, there are some recommendations for English teachers and learners of English language.

Keywords: multimedia, EFL learners, major English, motivation, creativity

1. Introduction

Learning English language has become a necessity because it is one of the most spoken and rapidly spreading international languages. It is the most language that used in modern science and technology, and it is the voice of multimedia. In fact, multimedia has become a source of information around the world of today, opening the gates of knowledge to its seeker. Its use has reached into every aspect of people's everyday lives. Mayer (2005) defined multimedia as:

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

The main purpose of this study is to highlight the essential role of multimedia on motivation and creativity. It is very important to keep the learners interested in learning. Interesting lessons will motivate and keep the students interested in learning. It also enables them to do their own self-directed learning and research. So, the use of multimedia will help to inspire the students to learn creativity.

1.1 The objective of the study

This study attempts to:

Illustrate the role of multimedia in increasing the students' motivation and creativity.

1.2 Question of the study

How does the use of multimedia increase the motivation and creativity of EFL learners?

1.3 Hypothesis of the Study

The use of multimedia increases the motivation and creativity of EFL learners.

2. Literature Review

2.1 Motivation and Creativity with Multimedia

Baker (2005) said that "Motivation is an attribute of the individual describing the psychological qualities underlying behavior concerning a particular task. Also, it is an essential factor in learning. Multimedia provides a sophisticated multi-sensory experience in exploring our world through the presentation of information through texts, graphics, images, audio, and video. So multimedia helps the students in developing mental models and connects it to the new knowledge domain. Students with high prior domain knowledge or high spatial aptitude would be able to create mental models of knowledge domain without any external help and not gain anything from the use of multimedia (Mayer & Moreno2003). (Tan & Leong 2003) have noticed that engaging lessons would keep the students interested and enable them to do their self-directed learning and research. Use of pictures, animations, and sounds can help in keeping the students interested in learning about a new domain. The interactivity generated by the use of multimedia instruction would also help in motivating the students towards learning. On the other hand, highly motivated students might not need these audio-visual aids and can understand the instructions given in the text format itself. Mayer and Marino (2002) suggested a few key design principles in the creation of multimedia instruction. They are as follows:

- 1) Multimedia representation principle: It is better to present an explanation in words and text rather than text alone.
- 2) Contiguity principle: Present the words and text continuously rather than separately.
- 3) Split attention principle: When explaining, present words as audible narration rather than as visual on screen text.
- 4) Coherence principle: Wherever possible, it is better to use fewer words and pictures than using too many of them.

Akele (2013:102) cited from Nomass (2013) asserts that "multimedia computer programs can increase the motivation for learners to develop their vocabulary and reading skills. Since multimedia use a combination of graphics, video, sound, text and animation, retention of content taught and relevance of subject matter to life, mastery of language skills, conservation of teachers' energy, and independence of learning are guaranteed".

According to Wentzel (cited in Zappe, 2002), some of the facts that impact motivation are the nature of the learning task, the evaluation of the task, the reward and feedback system, and the learner's experienced responsibility. This responsibility is an outcome of learners enough motivation to participate in their learning process. Zappe also reflects that grades are feedback, especially when considered as information, which can lead to improvement. The frequency and timely nature of the feedback are directly linked to increased motivation.

Using technology in education does not just serve as motivation for the main-stream students; it also benefits at-risk students.

Wilder and Black (2000:12) studies concluded that;

"Technology can serve as a motivation to learn, keep The engagement in learning, and increase the academic success of students with an emotional and behavioral disorder. When technology is configured into the educational process, the learner learns, and everybody wins."

According to Al-Faki (2014: 136) "the impact of interactive white board (IWB) on motivation is as follows;

Improved motivation was seen as a key advantage of interactive white board. Motivation in the context of the classroom is measured by a learner's drive to participate in Smart Board's activities. Though learners might be similarly motivated to participate in the activities, the source of their drive might be different. Interactive whiteboard appealed to both intrinsically and extrinsically motivated learners. IWB contributes to motivation in many ways; this includes:

- 1) Interactive whiteboard increases enjoyment and motivation for learning.
- 2) IWB increases the enjoyment of classes for both learners and teachers through more varied use of resources.
- 3) High level of interaction-learners enjoys interacting physically with IWB, manipulating text, image, matching, and drags and drop objects.
- 4) The capacity to present and discuss learners' work – focusing on student-original helps keep the class on task and raises self-esteem.
- 5) IWB is a colorful tool. Marking could be customized both in pen and in the highlighter features to display many different colors. Learners respond to displays where colors are employed

Riasati (2012:25). States that;

"some researchers maintain that one of the benefits of technology use is an increase in

student motivation (Dunken 1990), as fun and games are being brought into the classroom (Lee 2000). This fun factor is a key benefit in a language classroom (Galavis 1998; Warschauer & Healey, 1998). Moreover, the novelty of the new technologies or learners' experience of those technologies in the classroom can enhance learners' engagement and motivation in fulfilling tasks."

Using "Multimedia" enhances students' creativity, especially in teaching. Including movies, video clips, or PowerPoint slides, somehow, multimedia enables students to get the gist of the literary texts and to try to originate their slides for participation in their classrooms. Through many literary courses, students got motivated as waiting for a film adoption of a particular prescribed literary text; in which multimedia enliven the text. Multimedia products are a useful tool in this area, as these products can give immediate and focused feedback (Sherman and Kurshan, 2005). Thus, teaching with multimedia at college increases students' motivation, multimedia products can challenge learners and raise their curiosity and mental images. Therefore, motivation is often high in learning activities with multimedia.

2.2 The Advantages of Multimedia

Multimedia has great importance for us because of the development of computer technology and the coming of the digital revolution. In the early 2000s, the Internet became a powerful medium for the delivery of computer-aided learning materials. Thus multimedia has many advantages in teaching and learning.

Bouzar et al. (2012) argued that the educational benefits of multimedia can be observed from different perspectives. From educator's perspective, multimedia tools will

- a) Provide students with opportunities to represent and express their knowledge.
- b) Allow students to become designers in their learning process, using tools to access and interpret information, organize their knowledge, and represent what they know to others.
- c) Engage students and provide valuable learning opportunities via applications.
- d) Empower students to create and design rather than "absorbing representations created by others."
- e) Encourage deep reflective thinking.
- f) Create personally meaningful learning opportunities.

From a student's perspective, multimedia will provide several educational advantages, which are as follows:

- 1) Students who experience the technical steps needed to produce effective multimedia documents will become better consumers of multimedia documents produced by others.
- 2) Students will learn the material included in a presentation in much greater depth than in traditional writing projects.
- 3) Students will work with the same information from four perspectives:
 - a) As researchers, they must locate and select the

information needed to understand the chosen topic;

- b) As authors, they must consider their intended audience and decide what amount of information is needed to give their readers an understanding of the topic;
- c) As designers, they must select the appropriate media to share the concepts selected;
- d) As writers, they must find a way to fit the information into the container, including linking to information for others to retrieve.

(Säljö, 1999) observed that Multimedia material supports pupils' involvement in conversations with partners with whom they can exchange ideas and articulate general conceptual issues about the presented subject. The interactive character of modern technology can support reasoning by amplifying the nature and boundaries of scientific models of objects and events.

3. Methodology

The researcher used the descriptive-analytical method to process the data of the study and to achieve its purpose. In order to testify the research hypothesis, the following tools were used:

- 1) Pre-post oral tests.
- 2) Pre-post written tests
- 3) An interview for teachers.
- 4) Lectures using technology (multimedia, texts, videos, animations, images, and social network.

Pre-post oral and written tests are given to female students enrolled in the fourth level as one group who specialized in English language from Shaqra University/Faculty of Arts and Science to assess the role of multimedia on motivation and creativity among EFL learners.

Various types of statistical methods are used for the analyses of the collected data in the form of percentages, means, and standard deviations. The quantitative data is analyzed in terms of frequencies, percentages, tables, and figures, using the Statistical Package for Social Sciences (SPSS).

3.1 Validity and reliability

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.

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 at Shaqra, Shaqra University. To measure the reliability of the tools used in the study, the researcher used

(SPSS) program to analyze the data. College teachers were interviewed according to their vast experience to answer the questions that concern the role of multimedia on motivation and creativity. 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.

3.2 Analysis and discussion of the result

Two tests (pre-oral and written tests and post- oral and written tests) were submitted to the students. T-test and mean scores were used to evaluate whether there are significant differences between pre-test and post-test scores.

3.3 Results of the study

H₀: The use of multimedia does not increase the motivation and creativity of EFL learners.

H₁: The use of multimedia increases the motivation and creativity of EFL learners.

Table 6.1: Comparison of students' performance on pre-adding personality (voice) and post- adding personality (voice) of written test
Paired Samples T- test

Test		Mean	N	Std. Deviation	df	sig
Pair	Pre -Adding Personality (Voice)	1.5800	50	.99160	49	.000
	Post -Adding Personality (Voice)	2.5200	50	1.01499		

Table 6.2: Comparison of students' performance of the pre-written test and post-written test
Paired Samples T- test

Test		Mean	N	Std. Deviation	df	sig
Pair	Pre –written test	17.5800	50	8.40818	49	.000
	Post –written test	24.7600	50	7.66535		

According to the tables (6.1) and (6.2), it is noticeable that the P-value of the T-test is (0.00) is less than the level of significance (0.05), because of that the null hypothesis is rejected and the alternative hypothesis is accepted and confirmed. Hence, the use of multimedia increases the motivation and creativity of EFL learners. The tables above show that the mean score of the pre-test is (1.58) before using multimedia, while the mean score of the post-test is (2.52). The results demonstrate that the students are more motivated and creative than before using multimedia, indicating that multimedia has a significant impact on increasing the creativity and motivation of the students.

The hypothesis states that the use of multimedia increases the motivation and creativity of EFL learners. The hypothesis is accepted and confirmed based on a comparison of students' performance on pre-post adding personality (voice) of written test and the comparison of students' performance of the pre-post written tests. The students seemed to be writing from knowledge or experience, and they can express their knowledge and experience in a personal way. As shown in the table (6.1), the mean score of the pre-test is (1.58), while the post test is (2.52), and as shown in table (4.34), the mean score of the pre-test is (17.58), while the post- test is (24.76). It is noticeable that

the students improved, and the mean of the post- test is higher than the pre-test. Tables (6.1) and (6.2) show that the P-value of T-test is (0.00) less than the level of significance (0.05), which means the hypothesis is accepted and confirmed. According to the interview result, all teachers (100%) agree that the use of multimedia increases the motivation and creativity of EFL learners.

4. Findings

After the analysis of data, the main finding was that teaching through multimedia has a positive effect on the students' performance. Therefore, the findings of the study are the following:

- 1) Teaching through multimedia provides the opportunity for EFL learners to speak fluently.
- 2) Multimedia increases the students' creativity by assisting them to visualize in writing relevant supporting details and give valuable information on their respective content much better.
- 3) Teaching through multimedia improves the students' content creation by enhancing their context recognition and performance. It also modifies their ability to organize ideas and increase the motivation and creativity.
- 4) Teachers' interview results emphasized the essential role multimedia in increasing motivation and creativity of learners.

5. Recommendations

Based on the findings of the study, the following recommendations are suggested:

- a) Multimedia should be used to improve the quality of motivation and creativity in teaching and learning process.
- b) Teachers should use multimedia in teaching speaking to improve the students' oral expression.
- c) Multimedia should be used to promote better written expression.

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