Multimedia-Assisted Instruction in Developing the English Language Skills: CBSUA Experience

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Abstract *- This study identified the multimedia-assisted instruction used by the respondents in teaching English and determined the extent of using the same in developing the relevant language skills.This study was premised on the assumption that multimedia-assisted instruction in English has been applied in developing the English language skills of college students; specifically, this involved the teacher's manipulation of print media, audio and audio-visual aids as well as internet materials.*

The Central Bicol State University of Agriculture-Main campus in Pili, including its campuses in Pasacao, Sipocot and Calabanga, all in Camarines Sur, served as the venue of this study. The college instructors, deans and language educators as well as experts of English from the said university served as respondents.The descriptive method of research was applied. The statistical tools used were the weighted mean and the Likert's validation scale. The data were subjected to an in-depth analysis and interpretation to find concretely the specific multimedia-assisted instruction in English used by college instructors, the extent of using it in teaching, as well as the extent of using the same to language skills development.

Based on the findings, the college instructors were using much of the multimedia available in their campuses, while frequently applying multimedia-assisted instruction in related English language skills development. It also proposed an instructional tool entitled "PowerPoint for Better English Language Teaching" which was prepared and validated. The findings helpedinstructors, administrators, and educational leaders to augment university budget, to purchase updated teaching devicesand to conduct teacher-training programs.

Keywords: Multimedia-Assisted Instruction in English, Language Teaching, and Language Learning

I. INTRODUCTION

Teaching remains as the noblest profession, not only because it was introduced by Jesus Christ through His way of life, but also because man himself serves as the ultimate beneficiary and output of the said profession. Corollarily, this fact implies that teaching as an act of serving corresponds to learning or accepting what is given and responding to it accordingly. Shown in this study is the applied cycle of communication where the teacher is the source of information and the learner is the receiver who responds and reacts depending on what he receives.

Today, the singular cycle of communication that operates simply in the classroom, has grown into plural complexities due to the proliferation of information technology and the growing networks of telecommunication everywhere in the world. Teacher education, for instance, has gradually switched on to the multimedia-assisted instruction inevitably, to live-up to the call of the time. This eventuality generates countless educational problems that block the achievements of meritorious teaching and learning experiences.

In Philippine schools, varied relevant observations requiring education experts as well as teachers exist to make appropriate adjustments and innovations to be able to cope with academic modernism. A few measures include the frequent conduct of updated teacher-training, the provision of audio-visual centers and library supplied with adequate multimedia devices and relevant materials of instruction that help develop further learners' multifarious skills, specifically, language skills. The attainment of this vision, however, is subject to the rapport between the teacher and the students who join hands in creating teaching and learning situations for effective communication through applied language education.

Language is the principal and richest means of communication used by human beings. It functions primarily as spoken means of communication which can be transferred to the media-print, audio, visual, etc.Encyclopedia (2000).That the world is now saturated with information and visual images using tools of technology is underscored by Thoman (2004), founder and president of the center of Media Literacy Institute in the United States. Among the most popular of these tools are the computers, videos, televisions, camcorders, laser disk players, projection systems, and modems. The new technology of teleconferencing,

multimedia applications and the internet have become useful and common trends in school, business industry and even at home.

Boyle (2003) emphasized that this information technology alarms and alienates some people because it is new and powerful. Yet it is called a technology of enablement. It is amazing how multimedia links the interactive power of the computer to the presentation of pictures, sound and motion. The personal computer captures and amplifies powerful natural processes of learning. Now, the education and training systems are programmed to meet the needs of an information-oriented society.

In Naga City and nearby towns, internet cafes are proliferating. One can count a number of competing internet centers near school campuses. Most of the users are students who are either researching or simply exploring. In Pili Poblacion alone, there are about 20 internet cafes.

Teachers are keeping up with the new technology, too. Simple assignments require students to use the internet sources. Schools and state colleges are putting up the new tools. Computers with internet links are installed in libraries for students' and teachers' use. Television sets are not only available at the audio visual rooms but also in classrooms. Educators see the importance of having a television (TV) set inside the classroom or session halls. Films, videos, and overhead projectors have become important parts of the educational system.

In response to this trend, Thoman (2004) quoting a 1998 challenge by the United Nation Education, Scientific and Cultural Organization (UNESCO) to educators around the world stressed that the educators (teachers in particular) should prepare young people for living in a world of powerful images. Learning how to analyze as well as construct image as the heart of media literacy is a curricular approach that is gaining momentum around the world. Texas recently organized its language arts framework to include visual literacy-viewing along with reading, writing, speaking and listening skills in their print and oral literacy program. For example, teachers included the reading of two contemporary novels, two films, newspaper and a website in their language arts class.

According to Mann (1997), media literacy was not made a curriculum subject by itself but made a natural tie-in with language arts inasmuch as media uses oral and written language. They all believed that media is a dynamic approach that could be used in any subject (such as Math, Science, Social Sciences, and other disciplines) aside from language.

Beatty (2003) stressed that the growth of information technologies and telecommunications requires innovative practices in terms of language teaching and learning. CALL for instance has increasingly integrated research and the practice of general skills of listening, speaking, reading and writing as well as into discrete fields such as autonomy, linguistics and testing. Specifically, multimedia resources include print, oral, radio, television, computers, etc. which interactions embrace sound, animation, video and communication networks, email and internet chat lines.

The study by Miguel (2002) revealed that frequent use of media results to language enhancement and critical thinking skills development. She also recommended that teachers should optimize the use of multimedia resources and produce modules using the most frequently used media tools, and should step up to further training and skills development in the use of these media. She further added that the administration should facilitate and include multimedia training/upgrading in the service program.

Han (2010) emphasized that the utilization of multimedia and internet in the reading instruction provide tools and rich environment for foreign language learners and is becoming wider and more efficient. This teaching reform is a good way to carry-out quality-oriented education which concentrates on the learners' well-rounded development. Because of the problems met in multimedia-assisted instruction especially in teaching English, he recommends that frequent training on computer utilization for language teaching should be provided to concerned teachers/instructors.

Jumbo (2006) shows that over 83 percent of the respondents revealed that their teachers just sit in front of the computer to deliver their lessons, especially in large classrooms. Only a few teachers asked students to do interactive activities. The survey ventilate the factors affecting the use of multimedia including the lack of English teachers with good computer proficiency (22%), lack of relevant methodology (25%), lack of software (27%), and lack of hardware (23%). He concluded that it is wrong for some people to hold the view that "machines" can take the place of human beings; man should bear in mind that a computer and varied electronic gadgets/products are valuable but must be simply used to assist the teaching process.

Warschauer, Shetzer and Meleni (2003) collaborated in publishing, "Internet for English Teaching", which imparts information on integrating internet into instruction and research. It is intended for teachers, teacher-trainee, administrators, and proprietors, managers of educational institutions, language and cultural centers, including ministries/departments of education. It emphasizes the pedagogical use of the internet bringing together students and teachers who yield to a mass medium of communication among millions of people around the world. Undoubtedly, it provides sophisticated means of finding information in the World Wide Web (www). With the internet provision, the English teaching profession has continued to grow, changed with emphasis on development of skills for purposeful

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communication, critical literacy and autonomous lifelong learning.

Concannon (1999) cites the proliferation of electronics and telecommunications in the world of work in general and in the education society, in particular. Print media are supplemented with a variety of electronic equipment and telephone networks. This prevails in the Open University, where electronic blackboards, audio-conferencing facilities, computer-based systems, teletext and view data, as well as telephone, cell phone networks, proved useful. All these make home study and school tasks easier and faster. Obviously, there is an exciting demand for the expanded use of information technology matched with the teachers' desirable personality, acceptable character, enthusiasm and expertise in handling/integrating multimedia resources that make teaching successful.

Students who utilized computer-assisted instruction improved their Mathematics achievement performance significantly compared to the control group which used the traditional method. The researcher recommends to CHED the enrichment of Mathematics curriculum using the computer-assisted instruction (Baesa, 1998).

Jamaludin (1997) concluded that with multimedia, learning can be effective because it involves all the senses as what people generally remember: ten percent of what they read; twenty percent of what they hear; thirty percent of what they see; fifty percent of what they see and hear; seventy percent of what they see as they talk; and ninety percent of what they say as they do a thing. Meanwhile, Clemente (1996) reported that the introduction of hardware such as computers and of software such as various titles of learning has changed organization-ware classroom or our ways of teaching and learning. Man interacts with machines in a new way. Technology pushes the limits of education and education pushes the limits of technology.

Newby (1996) agreed that students find time to use the computer which is the best reference tool of the age and the leader of the new technology. The computer can display, accept, store and manipulate information, just the tool the students need.

The music in radio makes the audio media popular. Rubin (2000) revealed that radio inspires a new kind of loyalty that other powerful media like the television and computer can't claim. The teacher can complement students' passion for music by utilizing songs in teaching pronunciations and grammar and at all the same time evaluating the songs in terms of relevance to the students' lives.

Bozeman (1991) confirmed that today, synchronous technologies such as videotape and computer-mediated communication make possible venues for instruction not previously available. The question of how to use time in higher education has been revisited. Technology calls into question another structural component, physical resources. Technology makes possible a complete reversal of information flow. Professors can now interact with students synchronously or in real time at remote sites. Audio visual are materials that have an effect on the sense of sight. They are communication devices that serve as concrete referents to the spoken or written word. Words do not usually "look" like the thing or idea that they stand for, but visuals resemble those things or ideas. As such, they help learners remember the original idea better.

Gomez (2001) added that Filipinos are certainly determined on getting a genuine information technology (IT) education that will equip them with the knowledge and skills to land a career in the emerging global market and business.

Sandholtz et.al (1997) found that most multimedia presentation software packages and authoring language provide many visual effects. These visual effects include text animation, graphic animation and transitional effects.

Donley (2000) agreed that for fluency to develop, the teacher must provide students with structured activities and discussion used in combination with the videotaped materials. She advocates the use of "viewing sheets" consisting of easy multiple-choice questions, which the students answer as they watch the video. Previewing and post viewing discussions are conducted in conjunction with the viewing sheets. As they listen to the dialogue in the program, the students answer the questions on the viewing sheets and discuss the questions and events in the program, students will use three (3) of the four (4) major skill areas of language learning. Donley called this three-pronged approach "Film for Fluency". This technique was found out to be highly effective for English classes in Uzbekistan. Students adored the movies and attendance at the English club doubled.

However, McBrion (2004) argues that most young people receive messages from the new texts, new tools without having the knowledge and skills to analyze them and come up with an acceptable or educated opinion. Because of this, many countries have taken a protective response by censoring media. Since media is here to stay, educators have to take a different stand by teaching students to evaluate the many media images that surround them, by giving them the tools to make responsible choices about what they see and hear.

Aware of this technological culture, the researcher embarks on this study to optimize products of technology as resources for instructional materials in language skills development. In the Humanities Department of the College of Arts & Sciences of the Central Bicol State University of Agriculture where the researcher is assigned to teach, teachers have already made use of multimedia resources. However, they are still on the lookout of how they can maximize effectiveness of their utilization by enriching their resources and refining their skills to achieve a more effective teaching as well as functional learning. With this study on "Multimedia-Assisted Instruction in

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Developing the English Language Skills: CBSUA Experience", the researcher hopes to improve further the instructors' English language teaching abilities in order to augment the learners' language skills development.

II. OBJECTIVES OF THE STUDY

Primarily, this study aimed to identify the multimedia-assisted instruction used by the college instructors in teaching English for the development of thepertinent language skills of college students. Furthermore, it sought to determine the extent of using multimedia in teaching English as well as in developing the relevant language skills, specifically to determine the multimedia-assisted instruction being used by the college instructors in teaching English to develop the relevant language skills of students; to determine the extent of use of teaching multimedia in terms of print media, audio materials, audio-visual materials and internet materials; to determine the extent of using multimedia-assisted instruction in English used along the development of listening, speaking, reading and writing; to determine the instructional tool for college instructors that would help enhance their skills in using multimedia-assisted instruction in English; to propose an instructional tool entitled, "PowerPoint for Better English Language Teaching" (PBELT).

III. METHOD

The descriptive-survey methodology had been used in this research which involved varied meticulous description organized into useful taxonomic categories. The appropriate survey-questionnaires, enriched with matching interviews, were subjected to this method. Objectively, this covered a purposive process of data gathering, analyzing, and tabulation of data from respondents' responses after the surveys and interviews on the "Multimedia-Assisted Instruction in Developing the English Language Skills: CBSUA Experience". This study made use of five (5) options such as 5- Very Much Used or VMU, 4- Much Used or MU, 3- Moderately Used or MdU, 2- Hardly Used or HU and 1- Not Used or NU to identify specifically the multimedia-assisted instruction in English used by college instructors.

The active participants in this research were 27 faculty members who have been teachingEnglish subjects (English Plus, English 1 and English 2) from the 4 campuses of the Central Bicol State University of Agriculture: 13 from the Main campus in Pili, 6 from Sipocot campus, 4 from Calabanga campus, and another 4 from Pasacaocampus , all in Camarines Sur. As respondents, they answered queries on their exposure and familiarity on multimedia-assisted instruction in developing their students' English language skills as well as the extent of using each of the multimedia as teaching aids for English language development. Furthermore, they yielded to incidental interviews that enriched their written responses in terms of clarification on the description of the existing teaching-learning situations.

The study made use of the triangulation method in data gathering, namely: the questionnaire, observation and interview to validate the answers in the questionnaire. The validated survey-questionnaires, occasional observations and incidental interviews served as the data gathering tools in this research. With this materials, essential responses of the concerned parties were garnered which answered the specific questions on their exposure/familiarity and extent of using multimedia teaching resources.

IV. RESULTS AND DISCUSSION

Table 1. Multimedia-Assisted Instruction in English Used By College Instructors

Multimedia Used in Instruction	WM	VI	Rank
1. Computer-Assisted Instruction	4.3	VMU	3
2. Internet-Assisted Instruction	4.1	MU	7
3. Television-Assisted Instruction	4.3	VMU	3
4. Radio Plus-Assisted Instruction	3.7	MU	8.5
5. Printer-Assisted Instruction	4.3	VMU	3
6. Photocopier Machine-Assisted Instruction	4.5	VMU	1
7. Scanner-Assisted Instruction	3.7	MU	8.5
8. Camera-Assisted Instruction	3.4	MdU	10
9. Telephone/Cellphone-Assisted	3.3	MdU	11
10. Disc/Cassette Tape Player Assisted Instruction	4.2	VMU	6
11. Media Combination Assisted Instruction	4.25	VMU	5
Composite Mean	**3.98**	**MU**	

5- Very Much Used or VMU, 4- Much Used or MU, 3- Moderately Used or MdU, 2- Hardly Used or HU and 1- Not Used or NU

To answer the first question of the study, Table 1 shows that out of the 12 items, Ranks 1 to 6 were Very Much Used type of multimedia-assisted instruction in English (MAIE) such as Photocopying machine, R1, 4.5 weighted mean, use of computer, printer and television AIE were, R3, 4.3 WM, media combination AIE, R5, 4.25 WM and disc, cassette, tape-player AIE R6, 4.25 WM.. These types of MAIE are the easiest facilities to be used since they are very accessible and very helpful in teaching.

Essential information from Table 1 also shows that multimedia that are much in use are ranks 7 to 9, namely: internet-assisted instruction as R7, 4.1 WM, radio-plus and scanner R8, 3.7 WM, and ranks 10 and

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11 are the multimedia that were moderately used, namely: camera-assisted instruction R10, 3.4 WM, and telephone/cellphone, R11, 3.3 WM.

The summation of these data yielded the composite mean of 3.98 for which verbal interpretation was much used. Clearly ventilated further was that the photo-copying machine is the very much used approach considering that teaching materials need to be replicated through photocopying. The telephone/cellphone and camera are the moderately used communication device in teaching English. Filling the gap between them were the much used devices specifically, the computer, television and printer in teaching English.

Table 2.Summary on the Extent of Using Multimedia in Teaching English

Multimedia	**WM**	**VI**	**Rank**
1. Print media	2.90	Occasionally Used	3
2. Audio materials	2.95	Occasionally Used	2
3. Audio-visual materials	3.63	Frequently Used	1
4. Internet materials	2.80	Occasionally Used	4
Composite Mean	**3.07**	**Used**	

The grand summation of findings on the extent of multimedia used for teaching English based on Table 8 revealed audio-visual materials as rank 1 and were frequently used while audio materials as rank 2, print-media as rank 3, and internet materials as rank 4 and were all occasionally used only. These data had a composite mean equivalent to 3.07 which verbal interpretation was occasionally used. In other words, multimedia-assisted instruction has been occasionally used in teaching English to college and university students, in general.

Truthfully, these findings were based from the existing teaching as well as learning situations in Philippine schools. Due to the limited and inadequate provisions of facilities and supplies, teachers and educators were forced by the prevailing circumstances, to live-up to the available working conditions. The use of multimedia-assisted instruction occasionally speaks of the reality that teachers' practice of demonstrating the said task would only be during special occasions such as evaluation period, seminars or school visitation of high-ranking officials.

Table 3. Summary on the Extent of Using Multimedia-Assisted Instruction in English Language Skills Development

Lessons Used in Language Skills Devt.	**WM**	**VI**	**Rank**
Listening Skills Devt.	3.88	Frequently Used	4
Speaking Skills Devt.	3.92	Frequently Used	3
Reading Skills Devt.	4.10	Frequently Used	2
Writing Skills Devt.	4.15	Frequently Used	1
Composite Mean	**4.01**	**Frequently Used**	

On the extent of using multimedia-assisted instruction in English (MAIE) along the development of language skills, rank 1 was multimedia-assisted instruction in English lessons for writing skills development with a weighted mean of 4.15 and verbally interpreted as frequently used. Rank 2 was MAIE lessons for reading skills development with 4.10 weighted mean also with verbal interpretation of frequently used. Rank 3 was MAIE lessons for speaking skills development while rank 4 was MAIE lessons taught for the purpose of developing listening skills, with 3.92 and 3.88 weighted means respectively which verbal interpretations were frequently used. The composite was 4.01 which was verbally interpreted as frequently used.

These findings on the extent of using multimedia-assisted instruction in English (MAIE) along the development of language skills revealed that the elements or lessons taught in English subjects have been used frequently as springboard in developing the pertinent language skills.

V. CONCLUSIONS

For the purpose of answering the research questions in this study, the most important findings are as follows. The college instructors in the Central Bicol State University of Agriculture are using much the multimedia-assisted instruction in English (MAIE) for language skills development. The multimedia materials in teaching English are occasionally used while multimedia-assisted instruction in English is frequently used along related language skills development. In addition, an appropriate instructional tool entitled, "PowerPoint for Better English Language Teaching" was organized, proposed and validated to help solve the problems in teaching English language.

VI. RECOMMENDATIONS

Inspired and guided by the conclusions innate in this research, the following recommendations are offered. Develop the courageous initiative to remind concerned administrators, proprietors and educational leaders to augment university provisions of teaching devices and materials in order to upgrade college instructors' teaching skills/practices in using multimedia-assisted instruction in English. Create and find different resources to provide adequate supplies of multimedia materials and maximize the use of the MAIE very frequently, not only occasionally. Devise a series of teacher-training programs focused on the improvement of English Language Teaching through the more frequent use of multimedia materials and let it address seriously the further development of listening and speaking- the least developed language skills, according to the study. Use the output of this study to inspire more English language teachers to grow more professionally, specifically, in developing further their teaching skills

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and encourageto submittheir instructional materials for validity before using them.

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