



Multimedia Use in EFL Courses: Learners' Motivation and Academic Performance

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ABSTRACT

The purpose of the present study was to investigate the impact of multimedia use in Class on EFL Learners' educational motivation and academic performance. For this purpose, 80 EFL Learners were selected through the cluster sampling method and randomly divided into two experimental groups and a control group, each with 40 students. Harter's (2005) academic achievement motivation questionnaire and researcher-made academic performance questionnaire were used. The research method was quasi-experimental and the data were analyzed using SPSS software version 23. In this study, the statistical method of analysis of covariance was used. The results of the ANCOVA analysis showed that the effect of the multimedia teaching method on the academic motivation of learners in Ahvaz after removing the effect of the pre-test ($F = 4.69$) was significant. Also, the effect of the multimedia teaching method on the academic performance of learners after removing the effect of the pre-test ($F = 9.56$) was significant. The findings of the present study provide some directions for the improvement of EFL learners' academic performance by utilizing the benefits of multimedia teaching instruction in a classroom setting.

Keywords: Academic Performance; Motivation; Multimedia Education

INTRODUCTION

The implementation of Multimedia Education has provided significant opportunities for language teachers to adopt online applications and instruments to enhance learners' proficiency in complicated conditions such as the Coronavirus pandemic. Nowadays language learning and teaching are known as interesting subjects all around the world. Although English teaching and learning has experienced many challenges and problems over the decades, the crucial role of EFL teachers is manifested by

developing powerful curriculum innovations which can be helpful to overcome the obstacles (Jiang, Zhang, May, & Qin, 2020).

With respect to this idea in recent years, the English language curriculum has been dominantly implementing technologies in order to improve learning and teaching context and solve probable challenges. For instance, many language classrooms have adopted recent technologies such as online presentations and online applications (Adnan, Islam, Zhang, Zheng, & Lu, 2019). But despite all the limitations and problems with using technologies in order to teach English, online classrooms can

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be helpful during critical situations such as the Corona virus pandemic condition which has not been investigated in the literature on EFL/ESL teaching and learning. The new phenomenon, the coronavirus pandemic has transformed education scenarios all over the world where schools and institutions were closed for a period of time. Therefore, Multimedia Education technology integration is critical during this period to assist teachers in both under-developed and developed countries to connect with students and continue the teaching and learning process. Through online classes, many school leaders and teachers minimized the learning disruption and avoided the extension of school year.

Second Language Acquisition (SLA) researchers and education experts have pointed out that individual differences such as learners' affective domain, learners' motivational orientations (Brown, 1994; Pintrich & De Groot, 1990) and instructional strategies (Brown, 1993) perform significant roles in language teaching and learning. Recently, communicative language teaching (CLT) researchers have suggested that communicative approaches are needed in language teaching and learning (Savignon, 1976). Among pedagogical techniques that can help accomplish the ultimate goal of communicative language teaching, Brown (1993) has suggested the utilization of technology such as films, videos, and computers. Computer-Based Interactive Multimedia (CBIM) is an instructional approach that integrates computer-assisted instruction and interactive multimedia which can help students develop the various competencies mobilized in communication (Thierry, 1996).

Multimedia provides a complex multi-sensory experience in exploring our world through the presentation of information through text, graphics, images, audio and video, and there is evidence to suggest that a mixture of words and pictures increases the likelihood that people can integrate a large amount of information (Mayer, 2014). Advantages of multimedia design compared to using a single medium might result from the ability to choose among media to present

well-structured information (Gilakjani, 2012) using more than one representation to improve memory (Gilakjani, 2012), encouraging active processing (Ainsworth, Wood, & O'Malley, 1998), and presenting more information at once (Sweller, 2005). Students learn best by seeing the value and importance of the information presented in the classroom. If the students are not interested in the material presented, they will not learn it. In order to achieve the ultimate goal of student learning it is important to use a combination of teaching methods and to make the classroom environment as stimulating and interactive as possible. According to (Nunan, 1999), a percentage of language educators cling to the transmission model, which emphasizes the teachers' responsibility of conveying the knowledge and correcting errors. In this model, students are just to receive and store information taught in the class. As a result of this practice in recent years, more students are tired of this teacher-centered model of English learning and complain that English class is very boring and monotonous and they want something new and different. One attempt to solve this problem may be to develop a fresh teaching approach to stimulate students' interest in English language learning. With the development of technology, multimedia is increasingly accepted as a means of English language instruction. More English teachers state that teaching English with multimedia makes English class more active than the teacher-centered model. In traditional English classrooms, instructors have to spend time writing the language points and important information on the chalkboard. In multimedia classrooms, the teacher can use the button and keyboard to show significant content in a few seconds as long as he or she is familiar with the operation of the multimedia. In addition, the microphone can reduce the teacher's laborious work. Moreover, with the courseware teachers do not need to write the same language points several times for the different classes, which will not only save a lot of time in the class but also release teachers from heavy labor (Wang, 2008). Multimedia can provide a large amount of instructional

information to the students for the purpose of English learning and accelerate the process of information searching. When we need some related information, we can easily find it from the large amount of information stored on the internet. With a wealth of updated information from the internet, multimedia is popular with the teacher who needs to update the teaching materials. Realizing the importance of using multimedia in language teaching, computers have become very popular in schools and many teachers are now using them for language learning. This is not to say that multimedia is the substitute for teachers. Teachers are always the facilitator of the whole class, whether in the multimedia classroom or in the traditional classroom. A qualified teacher would do more than press the button on the multimedia computer technology. They would apply teaching methodologies accumulated from many years of teaching experience from language teachers and experts while adding the use of multimedia in English teaching. The qualified teacher would know how to convey the information in an appropriate way and how to arouse students' interest by means of using computers or the internet. Therefore, proper combination of multimedia and teaching methodology is appropriate to attract EFL students' attention during English language learning (Acha, 2009).

The importance of multimedia technologies and applications in education as a teaching or learning tool cannot be over emphasized. This has been confirmed in several studies that have investigated the impact of multimedia technology to the education system. Minović, Milovanović, & Starčević (2013) demonstrated the importance of using multimedia tools in Mathematics classes and found that the multimedia tool greatly enhances students' learning. Several works exist that show that multimedia enhances students' learning (Al-Hariri & Al-Hattami, 2017; Aloraini, 2012; Chen, Cheng, & Lo, 2013; Jian-Hua, 2012; Shah & Khan, 2015; Zin, Sakat, Ahmad, & Bhari, 2013). Multimedia communication has close similarities to face-to-face communications. It is less restricted than text and ensures better understanding (Deckers, 2018). Multimedia tech-

nology helps simplify abstract content, allows for differences from individuals and allows for coordination of diverse representation with a different perspective. The use of the computer-based technique as an interface between students and what they are learning with suitable fonts and design can be very valuable. Certainly, multimedia technology brings about improvement in teaching and learning, however, there are a number of limitations in this technology for educational purposes. Some of these limitations include unfriendly programming or user interface, limited resources, lack of required knowledge and skill, limited time and high cost of maintenance among others (Abdulrahman et al., 2020; Anugrah Putra, 2018).

Generally, schools have relied heavily on extrinsically motivated behavior (Brown, 1994). Standardized tests, exams which have been given high authority, are often used to drive student performance. In most countries in which Teaching English as a Foreign Language is taught, school-level instruction does not emphasize the function of English as a tool for communication (Berns, 1995) but instead focuses on knowledge of grammatical forms and structures that are often assessed on exams. As a consequence, students work hard to pass the exam in order to please teachers and parents rather than develop an internal thirst for knowledge and experience. It is not surprising that students often lose interest in English learning as a result. Even after years of study, few foreign language learners are competent to communicate freely with native speakers. It is incumbent upon EFL teachers to provide students with authentic, functional, interactive, and constructive language learning environments to reduce students' anxiety, raise their motivation, and increase their confidence.

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suggested that communicative approaches are needed in language teaching and learning (Savignon, 1976). Among pedagogical techniques that can help accomplish the ultimate goal of communicative language teaching, Brown (1993) has suggested the utilization of technology such as films, videos, and computers.

Computer-Based Interactive Multimedia (CBIM) is an instructional approach that integrates computer-assisted instruction and interactive multimedia which can help students develop the various competencies mobilized in communication (Thierry, 1996).

Multimedia education affects several educational variables. Among the educational variables that may affect multimedia education are: academic motivation and academic performance, which are examined in the Literature Review section:

LITERATURE REVIEW

The Effectiveness of Multimedia on Academic Motivation

The origin of the word "motivation" is from the Latin *moveo* which can be translated as "to move". Motivation can generally be defined as the force, process or action that influences someone to perform something (McCoach & Flake, 2018). It is claimed that motivation plays a crucial role in achieving success in any part of life. Motivation functions as a catalyst for success in any area. The absence of motivation suppresses the ability of achievement (Deckers, 2018) and prohibits a successful end of any action.

Both extrinsic and intrinsic motivation can affect the result of a behavioral change (McCoach & Flake, 2018). Multimedia can compose teaching materials using multiple methods.

Compared to such static media as print media of textbooks and wall chart model, the acoustic optic special effect and creative design of computerized multimedia are livelier and more interesting, so it could arouse the extrinsic motivation of learners even more. In addition, the multimedia composed of high-quality teaching design could help arouse the intrinsic motivation of learners as well.

Based on a survey study conducted by Hashemyolia, Ayub, and Moharrer (2015) in which the purpose of the study was to determine the effects of MLC on secondary students' motivation in its five dimensions of intrinsic, extrinsic, self-efficacy, relevance, and anxiety in a public school in Iran. This study utilized a quasi-experimental method using only the post-test design which consists of 62 participants in two groups.

The control group was taught in only the traditional method and the experimental group was also taught in a face-to-face environment while using MLC. In addition, the inferential statistical analyses revealed that there was significant difference between the groups on the overall motivation in support of the experimental group.

Accordingly, MLC can motivate learners to engage in learning process and they are interested in and satisfied with utilizing MLC in classroom. In study Ono, Ishihara, and Yamashiro (2013), the four sub-scales of Keller's motivational model were applied in learning material design and classroom environment implementation.

It was implemented in a traditional Japanese classroom, which was connected with Multimedia devices and the internet. The lesson was designed to motivate less confident and anxious learners in communication using English in classrooms. The results verified the effects of the Multimedia and instruction design in terms of creating motivation among learners. The use of mobile devices to stimulate consciousness regarding language learning, also helped them to be motivated in the classrooms.

Macaruso and Rodman (2009) investigated the benefits of MAI at a middle school. In the treatment class, the teacher utilized multimedia technology to assist the teaching of reading comprehension, which was compared with the traditional reading teaching methods used in the control class. They found that the treatment class improved in reading. However, their study seems to be short of qualitative analysis methods such as the analysis of interviews, which differs from our present study analyzed by both quantitative and qualitative analysis methods, although their research

finding was confirmed by other scholars as well.

In one empirical study comparing the outcome of language teaching supported by computer technology with non-supported teaching, the result indicated that the group using technology obviously outperformed the other (Grgurović, Chapelle, & Shelley, 2013). Similarly, researchers (Shannon, Styers, Wilkerson, & Peery, 2015) have evaluated a multimedia-based program for improving reading, with multimedia technology having significant positive effects on reading competence.

The Effectiveness of Multimedia on Academic Performance

The growth in use of multimedia applications for educational purposes has accelerated in recent years, and looks set for continued expansion in the future. The multimedia applications play an undeniable role in education. Multimedia applications have many advantages that allow teachers and lecturers to provide other advice which tailored to particular group of learners' needs (Cairncross & Mannion, 1999). Teachers or lecturers discover the ways to boost student's interest and motivate them by using educational multimedia applications. Students can also be actively involved in the learning process by using multimedia applications such as CD-ROM based textbook, tutorials and laboratory experiments. Multimedia applications increase the learning effectiveness and are more attractive than traditional-based learning methods. This new learning environment definitely influence the way of teachers or lecturers teach and the way students learn (Zhou & Yadav, 2017).

Nurdyansyah, Rais, and Aini (2017) investigated that educational technology helps teachers to deliver material, improve students' academic result and plays important role for learning mathematics. Gen and žahin (2016) concluded in a study that multimedia method enhanced the academic performance of social studies students compared to the traditional lecture method. Khan, Shetu, Islam, and

Moudud-Ul-Huq (2020) conducted a study and observed that students taught with LCD projectors, better performed than those taught with only traditional lecture method. Liu and Cheng (2015) investigated the impact of interactive projector on students' biology learning. Learning outcomes of students were not enhanced, but they were observed more interactive in their classroom.

Shah and Khan (2015) assessed the impact of Multimedia Aided Teaching (MAT) on academic success of students. Result indicated MAT as more effective method than the traditional one. Thomas and Israel (2014) investigated in a study that performance of the students exposed to multimedia aided lectures was significantly different from the students taught conventionally. Perry (2013) in a study used pre and post surveys to determine the impact of visual media on students' achievement in a high school biology classroom. The surveys and interviews indicated that students were positive to the use of videos in the biology classroom. Glomo-Narzoles (2013) evaluated the effect of multimedia teaching on students learning and performance in the World Literature course. Result revealed that there was a significant relationship between multimedia instruction, students' motivations and academic performance.

Can, Karaca, Akyel, and Demirci (2012) investigated the effectiveness of Power Point presentation-based lectures in accounting education. It was concluded that there was a significant difference between the teaching technique and students' grades in accounting courses. Aliyu (2012) assessed the effect of power-point media on students' understanding of basic technology in Bauchi State with reference to school type and school location. The study concluded that the power-point media had an effect on the achievement scores of pupils from private and urban primary school more than public and rural primary school. Erdemir (2011) found in a study that PPP-supported lectures were more fruitful than the traditional one.

The Use of Multimedia in Teaching and learning English language

There has been a very significant proliferation of literature regarding the use of multimedia in teaching and learning English language. Brinton (2001) supposes that multimedia tools serve as an important motivator in the language teaching process because "media materials can lend authenticity to the classroom situation, reinforcing for students the direct relation between the language classroom and the outside world". Additionally, integrating multimedia in English classroom can increase creativity and communication among students. This provides more opportunity for students in accordance with their proficiency level, educational levels, and learning styles (Hollenbeck & Hollenbeck, 2004). Benjamin and Sivakumar (2008) ascertain the supremacy of the interactive Multimedia based learning courseware over the conventional method of instruction. Nwaocha (2010) suggests that multimedia presentations can improve students' understanding, enthusiasm, class attendance and satisfaction. For teachers, using multimedia in the instruction of English language creates learner-centeredness and helps students become active learners. This allows them to learn language according to their abilities, needs and preferences (Lu, Wan, & Liu, 2011). Gilakjani (2012) also highlights the significant role of using multimedia in EFL classes, particularly in motivating learners' interest in English. Joshi (2012) Suggests that multimedia provides opportunity for interacting with various texts that give students a solid background in the tasks and content of the course. Kummar and Patil (2013) studied the effectiveness of multimedia presentation for teaching English grammar and indicated that the students exposed to multimedia presentation, gained much higher scores in their particular topics taken for teaching English than students of the control group. Therefore, multimedia presentation has been an innovative approach to teaching

and learning processes endless drill and practice without repetition, and providing immediate feedback to the learner on his/her progress. Sharma (2013) suggests that interactive multimedia is more suitable than conventional direct method of teaching English in relation to students' achievement and retention. Satyaprakasha and Sudhanshu (2014) finds that multimedia significantly promotes achievement with respect to knowledge, understanding, application and total achievement. Mostly these writings unequivocally have accepted that multimedia technology plays a positive role in promoting activities and initiatives of student and teaching effect in English class.

Due to the importance of the subject, in this research, attempt was made to find scientific answers to the following research questions and test the related hypotheses:

Q1. Does multimedia use in English language courses increase EFL learners' academic motivation?

Q2. Does multimedia use in English language courses increase EFL learners' academic performance?

Based on the research questions, the following hypotheses were formulated:

Ho1. Multimedia use in English language courses does not increase EFL learners' academic motivation.

Ho2. Multimedia use in English language courses does not increase EFL learners' academic performance.

METHOD

Design

In this research, a quasi-experimental design (pre-test-post-test with a control group) was used to investigate the effect of multimedia education method on EFL learners' motivation and academic performance. The representation of the design is as follows:

Table 1

Groups	Pre-test	Treatment	Post-test
Experimental Group	T ₁	X ₁	T ₂
Control Group	T ₁		T ₂

Participants

The participants of this study comprised the high school students in Ahwaz, Iran. They were selected through cluster sampling method and randomly divided into two experimental groups and a control group, each with 40 students.

Instruments

For the present study, two instruments were used as follows:

Harter Academic Motivation Questionnaire

In order to measure the participants' academic motivation, Harter's questionnaire (1980) modified by Lepper, Corpus, and Iyengar (2005) was used. Harter's (1981) scale consider extrinsic motivation and intrinsic motivation as two opposites end (Lepper, Corpus & Iyengar, 2005). Lepper, Corpus & Iyengar (2005) modified Harter's (1981) scale by asking independent questions for intrinsic and extrinsic motivation. The scale includes thirty-three items on a five- point Likert scale ranged from strongly disagree to strongly agree. Seventeen items assess intrinsic motivation, and sixteen items evaluate extrinsic motivation. The reliability of the questionnaire was 84.0

and 0.83, using two methods of Cronbach's alpha and split-half respectively.

Academic Performance Questionnaire

In order to measure the academic performance of the participants, two similar questionnaires were designed and administered in the pre-test and post-test stages.

Procedures

To conduct the study, a pre-test was initially administered to both control and experimental groups. In the next step, the experimental group received the multimedia teaching method while the control group received the traditional class teaching method. Then, the two groups were given the post-test in order to compare their performance with that in the pre-test and against the performance of the control group in the post-test through two ANCOVA sets.

RESULTS

The results obtained from the statical analysis of the data are shown in the following tables and charts for later discussion.

Table 2

Groups	Frequency	Percentage	Compression percentage
Experimental group	40	50	50
Control Group	40	50	100
Total	80	100	****

Descriptive statistics of the experimental and control groups

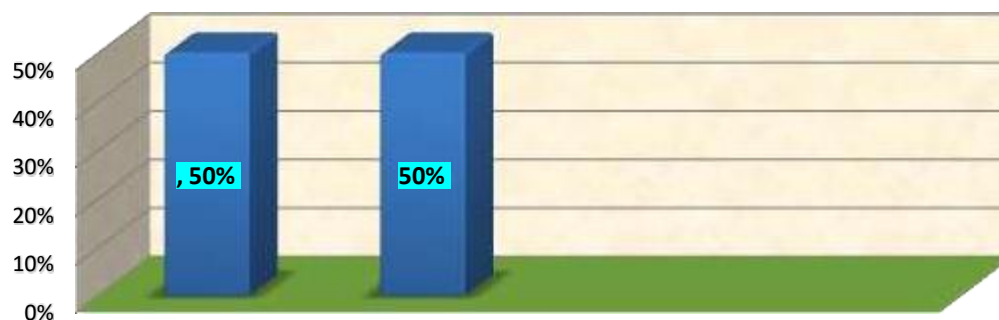


Figure 1
Descriptive statistics of the experimental and control groups

As can be seen in Table 1 above, the total number of language learners was 80, of which

50% were allocated to the experimental group and 50% to the control group.

Table 2
Descriptive Statistics for Pre-test academic, Pre-test Motivation

Variables	Group	N	Mean	Std. Deviation	Std Error Mean
Pre-test academic performance	examination Group	40	15.17	3.62	.57
	Control group	40	15.07	3.66	.57
Pre-test Motivation	examination Group	40	117.25	14.89	2.35

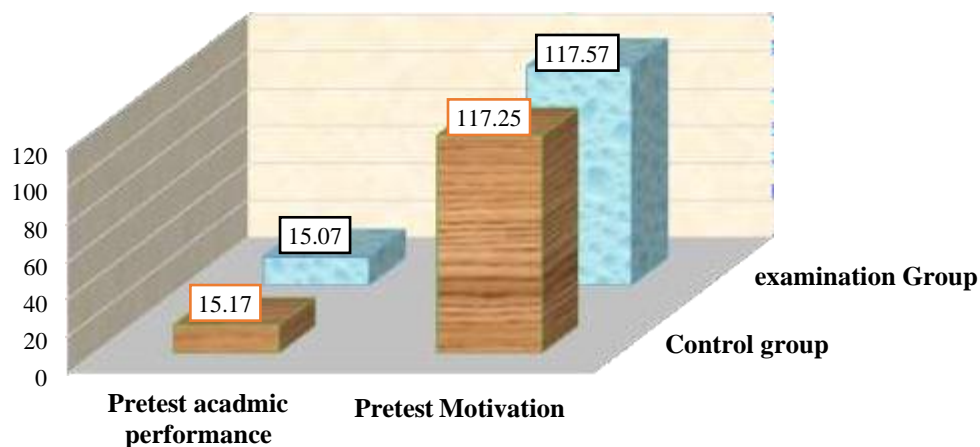


Figure 2
Descriptive Statistics for Pre-test academic, Pre-test Motivation

As can be seen in the above Table and Chart, the average pre-test scores of academic performance and academic self-

concept of students in the experimental group are higher than students in the control group.

Table 3
Descriptive Statistics for Post-test academic, Post-test Motivation

Variables	Group	N	Mean	Std. Deviation	Std Error Mean
Post-testacademic performance	examination Group	40	15.90	3.02	.477
	Control group	40	15.22	3.28	.52
Post-testMotivation	examination Group	40	122.35	13.52	2.13
	Control group	40	118.02	14.81	2.34

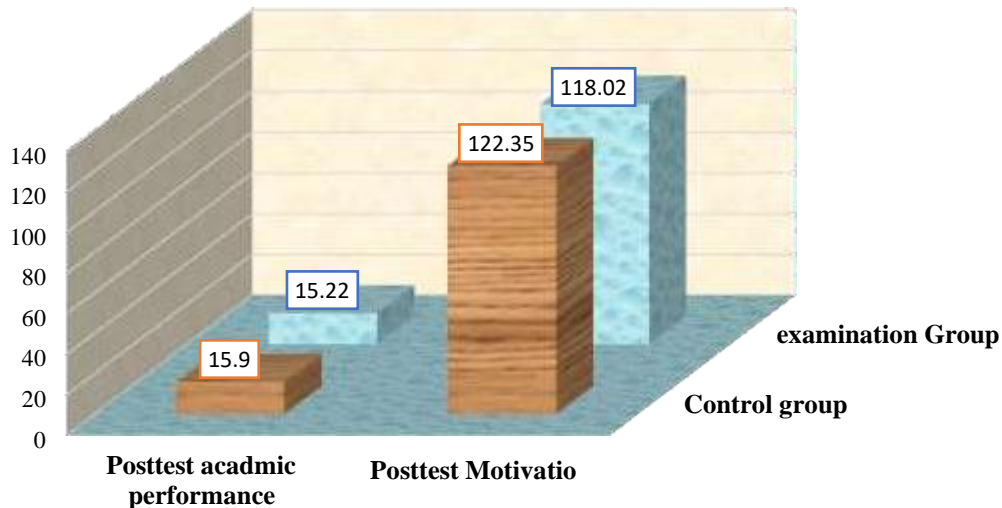


Figure 3
Descriptive Statistics for Post-test academic, Post-test Motivation

As can be seen in Table 3 above, the average pre-test scores of academic performance and academic motivation of students in the experimental group are higher than students in the control group.

Results for the First Research Hypothesis
Ho1. Multimedia use in English language courses does not increase EFL learners' academic motivation.

Table 4
The results of covariance analysis on average scores academic motivation.

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared	Noncent. Parameter	Observed Power ^b
Corrected Model	9241.792 ^a	2	4620.896	52.184	.000	.575	104.367	1.000
Intercept	1607.347	1	1607.347	18.152	.000	.191	18.152	.988
pre-test Motivation	8867.679	1	8867.679	100.143	.000	.565	100.143	1.000
Groups	415.419	1	415.419	4.691	.033	.057	4.691	.571
Error	6818.396	77	88.551					
Total	1171663.000	80						
Corrected Total	16060.187	79						

As seen in Table 4, the effect of the independent variable, multimedia teaching method, on the academic motivation of learners after removing the effect of pre-test ($F = 0.69$) and $P = 0.03$ is significant. The effect value of the Party Eta Squared is 0.057, indicating that the implementation of multimedia teaching method explains about 6% of the variance of increasing academic motivation

that is not explained by other variables. These results indicate that the implementation of multimedia teaching method has been effective on educational motivation of. Therefore, this hypothesis is rejected.

Ho2. Multimedia use in English language courses does not increase EFL learners' academic performance.

Table 5

The results of covariance analysis on average scores academic performance.

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared	Noncent. Parameter	Observed Power ^b
Corrected Model	729.328 ^a	2	364.664	498.213	.000	.928	996.426	1.000
Intercept	37.443	1	37.443	51.155	.000	.399	51.155	1.000
pre-test academic	720.215	1	720.215	983.976	.000	.927	983.976	1.000
Groups	7.000	1	7.000	9.563	.003	.110	9.563	.863
Error	56.360	77	.732					
Total	20161.000	80						
Corrected Total	785.688	79						

As seen in Table 5, the effect of an independent variable, multimedia teaching method, on the academic performance of learners after removing the effect of pre-test ($F = 9.56$) and $P = 0.003$ is significant. The effect value of the Party Eta Squared is 0.11, indicating that the implementation of multimedia teaching method explains about 11% of the variance of increasing academic performance. that is not explained by other variables. These results indicate that the implementation of multimedia teaching method has been effective on the learners' academic performance. Therefore, the second null hypothesis is rejected too.

DISCUSSION AND CONCLUSIONS

Based on the obtained results, the effect of the independent variable of multimedia teaching method on the academic motivation of EFL learners under investigation after removing the pre-test effect ($F = 4.69$) was significant. This shows that the implementation of multimedia teaching method explains about 6% of the variance of increasing academic motivation, which is not explained by other variables. Therefore, hypothesis zero (H01) is rejected.

This finding is in line with the findings of the research conducted by Grgurović et al., 2013; Hashemyolia et al., 2015; Jian et al., 2017; Macaruso & Rodman, 2009; Ono et al., 2013; Perry, 2013; Shannon et al., 2015. Similar findings have also been gained from the study conducted by Zhang, Zhuang, and Wu (2007), Vernadakis, Zetou, Tsitskari, Giannousi, and Kioumourtzoglou (2008), and Kern (2000). Based on this finding it can be concluded that teaching multimedia provides different learning facilities for the learners to do further practices on various language skills in order to accommodate individuals' needs and interests. This makes learning environment more interactive, dynamic, enjoyable, interesting and, eventually, more motivational. On the contrary, lack of motivation leads the learners to high anxiety (Glynn, Taasobshirazi, & Brickman, 2009). In fact, multimedia courseware can reduce the student's anxiety and increase their motivation during language learning. They feel relaxed and they learn in their own space without a fear of classmates or the teacher's feedback. According to Andrade and Williams (2009), multimedia technology

diminishes learning stresses and anxieties by supplying students with a huge number of fun games and communicative activities. They add that distress of failing is one of the means of language courseware that allows individuals to find the goal by employing trial and error without any anxiety. Moreover, it encourages students towards the goal of developing their understanding and competence (Andrade & Williams, 2009). A student can choose a favorable learning path, materials, and time for learning at his/her convenience. The testing and evaluating module provided by an instructional designer of the language courseware for learners is a key important factor to create motivation towards language learning (Andrade & Williams, 2009).

Another finding of the present study was the significant effect of multimedia teaching method on the academic performance of the EFL learners under the study learners after removing the effect of pre-test ($F = 9.56$), which indicates that the implementation of multimedia teaching method explains about 11% of the variance of increasing academic performance that is not explained by other variables. Therefore, the hypothesis of zero (H_0) is rejected. This finding is in line with the findings of the research by Andrade & Williams, 2009; Erdemir, 2011; Ghee & Heng, 2008; Glomo-Narzoles, 2013; Ilhan & Oruç, 2016; Kennedy, Rodgers, Romig, Lloyd, & Brownell, 2017; Liu & Cheng, 2015; Nurdyansyah et al., 2017; Perry, 2013; Shah & Khan, 2015; Thomas & Israel, 2014. It is thus obvious that multimedia instruction has a significant effect on academic performance of secondary and high school students.

According to the findings of the current study, the courses presented through multilin-

gual method are better comprehended and more effective for the students. Students feel that interactive class atmosphere helps them to become more active in the classroom. Participative students are more engaged and actively involved in classes which helps to draw their attention and increase their presentation capability. Multimedia aids to minimize cognitive load on working memory during learning and provides retrieval cues for long-term memorization. Respondents of the present study thought that multimedia projector helps them to promote recall and retention too. At the same time, PowerPoint slides help the teachers to develop organized lecture contents and present clear summaries which help students to focus on main points. Finally, the participants of the present study felt confident and better prepared materials as structured class lectures. Organized class notes helped them to improve their academic result.

The present study will provide an important contribution to the secondary and higher secondary school community because the intelligent use of multimedia teaching helped them to better understand learning contents and apply them in their practical lives.

The findings of the present study will give some directions for the improvement of the EFL learners' academic performance by utilizing the benefits of multimedia teaching instruction in a classroom setting. Secondary and higher secondary level teachers who are reluctant in accepting multimedia instruction should take advantage of this approach to increase their students' interest, motivation, and academic achievement. More effective teaching and learning will be brought with the combination of teachers' skills, experiences and the use of multimedia instruction.

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